

M.Sc. (Home Science)

Prospectus No. 2016196

Semester-I & III - Winter-2015

Semester-II & IV - Summer-2016

**संत गाडगे बाबा अमरावती विद्यापीठ**  
**SANT GADGE BABA AMRAVATI UNIVERSITY**

**गृहविज्ञान विद्याशाखा**  
**(FACULTY OF HOME SCIENCE)**

**PROSPECTUS**

OF

M.SC. (Home Science) (Human Development)

EXAMINATIONS

SEMESTER-I & III, WINTER-2015

SEMESTER-II & IV, SUMMER-2016



2015

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**M.Sc. (Home Science) (Human Development)**

**(Semester-I to IV)**

**(Prospectus No.2016196)**

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**SANT GADGE BABA AMRAVATI UNIVERSITY**  
**SPECIAL NOTE FOR INFORMATION OF THE STUDENTS**

(1) Notwithstanding anything to the contrary, it is notified for general information and guidance of all concerned that a person, who has passed the qualifying examination and is eligible for admission only to the corresponding next higher examination as an ex-student or an external candidate, shall be examined in accordance with the syllabus of such next higher examination in force at the time of such examination in such subjects, papers or combination of papers in which students from University Departments or Colleges are to be examined by the University.

(2) Be it known to all the students desirous to take examination/s for which this prospectus has been prescribed should, if found necessary for any other information regarding examinations etc. refer the University Ordinance Booklet the various conditions/provisions pertaining to examinations as prescribed in the following Ordinances-

Ordinance No. 1	:	Enrolment of Students.
Ordinance No.2	:	Admission of Students
Ordinance No. 4	:	National Cadet Corps
Ordinance No. 6	:	Examination in General (relevant extracts)
Ordinance No. 18/2001:		An Ordinance to provide grace marks for passing in a Head of passing and Improvement of Division (Higher Class) and getting Distinction in the subject and condonation of defficiency of marks in a subject in all the faculties prescribed by the Statute NO.18, Ordinance 2001.
Ordinance No.9	:	Conduct of Examinations (Relevant extracts)
Ordinance No.10	:	Providing for Exemptions and Compartments
Ordinance No. 19	:	Admission of Candidates to Degrees

Ordinance No.109	:	Recording of a change of name of a University Student in the records of the University
Ordinance No. 6/2008	:	For improvement of Division/Grade.
Ordinance No.19/2001	:	An Ordinance for Central Assessment Programme, Scheme of Evaluation and Moderation of answerbooks and preparation of results of the examinations, conducted by the University, Ordinance 2001.

Registrar  
Sant Gadge Baba Amravati University

**SANT GADGE BABAAMRAVATI UNIVERSITY**

**\*DIRECTION**

No.: 46/ 2010

Date : 05/07/ 2010

**Subject : Examinations Leading to the Degree of (गृहविज्ञान पारंगत) Master of Science (Home Science) (Two Year Course – Semester Pattern), Direction 2010.**

Whereas, the Board of Studies in Home Science have prepared and recommended the Schemes of Teaching and Examinations along with Draft Ordinance for M.Sc. (Home Science) for the subjects (1) Communication and Extension, (2) Food Science and Nutrition, (3) Human Development, (4) Resource Management, & (5) Textile and Clothing, Semester-I to IV as per Semester Pattern and Credit Based Performance and Assessment System.

**AND**

Whereas, the faculty of Home Science in its meeting held 2.12.2009 have recommended the schemes along with Draft Ordinance with corrections to the Academic Council.

**AND**

Whereas, Academic Council in its meeting held on 20.02.2010 while considering item No. 16 8) A) R-2 on the agenda, have principally accepted the above recommendations of faculty of Home Science and constituted the Committee for some terms of references.

**AND**

Whereas, the Committee of Academic Council in its meeting held on 18.5.2010 vide item No.1 have suggested amendments in the above recommendations (Schemes of examinations and Draft Ordinances) and directed the Dean/expert member of Committee to submit the modified recommendations for placing it before the Academic Council meeting according to the terms of references.

**AND**

Whereas, the aforesaid recommendations were placed before the Academic Council in its meeting held on 28.5.2010 vide item No.46 and the Council resolved to accept the refer the Schemes/Draft Ordinance to the Ordinance Committee for placing it directly before the Management Council.

**AND**

Whereas, the Hon'ble Vice-Chancellor has accepted the corrections in the Schemes of Examinations and proposed draft Ordinance

of M.Sc. (Home Science) in all specializations on behalf of Faculty of Home Science and Academic Council as recommended by Dean, faculty of Home Science.

**AND**

Whereas, the making of Ordinance/Regulation for M.Sc. (Home Science) (Semester Pattern) for the subjects (1) Communication and Extension, (2) Food Science and Nutrition, (3) Human Development, (4) Resource Management, & (5) Textile and Clothing, is a time consuming process.

**AND**

Whereas, it is necessary to provide the Schemes of examinations along with other details with eligibility criteria for the purpose of admissions.

Now, therefore, I, Dr. Kamal Singh, Vice Chancellor of Sant Gadge Baba Amravati University, in exercise of powers conferred upon me under sub-section (8) of section 14 of the Maharashtra Universities Act., 1994, do hereby direct as under:

1. This Direction may be called 'Examinations Leading to the Degree of (गृहविज्ञान पारंगत) Master of Science (Home Science) (Two Year Course & Semester Pattern)', Direction 2010.
2. This direction shall come into force from the date of its issuance.
3. There shall be four semester examinations leading to the Degree of (गृहविज्ञान पारंगत) Master of Science (Home Science), namely :-
  - i) the (गृहविज्ञान पारंगत भाग-१) M.Sc. (Home Science) Part-I consists of Semester-I & II examinations, and;
  - ii) the (गृहविज्ञान पारंगत भाग-२) M.Sc. (Home Science) Part-II consists of Semester-III & IV examinations.
4. The students who have passed bachelors degree in Home Science/ Science/ Technology/ Medical/ Agriculture/Management are eligible for admission in M.Sc. Home Science in Resource Management/ Food Science and Nutrition/Human Development/ Textiles and Clothing/Communication and Extension subject to the condition that the student should have respective subject at which she/he is applying.
5.
  - (i) The duration of the course shall be of two academic years.
  - (ii) The examination of first and third semester shall be held in winter and that of second and fourth semester shall be held in summer every year.
  - (iii) Practical of odd semesters (Sem-I & III) shall be conducted by the College/department under the supervision of Principal/ Head. Practicals of even semesters (Sem-II & IV) will be conducted by appointing external and internal examiners.

6. The examinations specified in the preceding paragraph shall be held at such places and on such dates as may be appointed by the Board of Examination.

7) **I) Examinations of Odd Semesters :**

- (1) Odd semesters theory and practical examinations of Sem-I & III shall be conducted by College/Department under the supervision of Principal / Head of the Department in winter.
- (2) The concerned subject teacher shall be the paper setter and valuer in case of theory examinations. Examiner of practical examinations will also be the concerned subject teacher of the College / Department.
- (3) The concerned subject teacher of the College / Department shall do the work of paper setting as per the instructions for the paper setter. Valuation will also be done by the concerned teacher.
- (4) Question papers, foil, counter foil of marksheet (in the prescribed format), attendance sheet of examinee and time table of examination shall be prepared by the concerned teacher and send it to the University duly signed by College Principal / Department Head.
- (5) College / Department shall issue marksheets of odd semester examinations to students duly signed by respective Principal of College / Head of the Department.

**II) Examinations of Even Semesters :**

- (1) The theory and practical examinations of even semester Sem-II & IV shall be conducted by the University.
- 8) Subject to his/ her compliance with provisions of this Direction and of other Ordinances (Pertaining to examinations in General) in force from time to time, the applicant for admission, at the end of the course of a particular term(s) shall be eligible to appear if:
- i) he /she satisfied the conditions in the Table-I.
  - ii) he / she has prosecuted a regular course of study in the University / College affiliated to the University
  - iii) he /she has in the opinion of the Head of the Department / Principal shown satisfactory progress in his / her studies.

**TABLE-I**

Name of Exam	The student should have passed / cleared the examination of	The student should have completed the session/term satisfactorily
M.Sc.Semester-I (Home Science)	B.Sc.(Home Science) or equivalent	ô ô -
M.Sc.Semester-II (Home Science)	ô ô	M.Sc. Semester-I
M.Sc.Semester-III (Home Science)	2/3 heads of Semester-I & II combined together	ô ô
M.Sc.Semester-IV (Home Science)	ô ô	M.Sc. Semester-III

- Note:-**
- For calculating the heads, the theory and practical shall be considered as a separate head.
  - Student shall have to complete the research work and submit the dissertation to University for award of Degree.

9. Students will be admitted to General Interest Course (GIC) for their choice at Semester-II, III & IV after counseling and will be registered in the preceeding semester.
10. Without prejudice to the other provisions of Ordinance No. 6 relating to the Examinations in General, the provisions of Paragraphs 5,8,10,27 and 32 of the said Ordinance shall apply to every Collegiate candidate.
11. The fee for the Examination shall be as prescribed by the competent authority, time to time.
12.
  - (i) The scope of the subjects shall be as indicated in the Syllabus.
  - (ii) The medium of Instruction shall be English.
  - (iii) Question Paper shall be in English.
  - (iv) Examinees shall have option to write answers in English or Marathi.
13. The Schemes of teaching and examinations for M.Sc. (Home Science) course, computation of SGPA & CGPA and illustrative example for results in Grade Point System shall be as provided under Appendix/Appendices appended with the related regulation.

14. A Masters programme is of a two academic year course. If a student fails to pursue two year course, she/he will be given Certificate of P.G. Diploma in Home Science of respective discipline after successful completion of first and second semester.
15. The system of evaluation will be as follows:  
Theory, practical, internal, dissertation, viva, seminar will be evaluated in terms of marks. Then marks will be converted into a grade and later a grade point average. Results will be declared for each semester and the final examination will give total grade and grade point average.
16. A total of 80 credits have to be taken by the students to complete the programme.
17. The computation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) of an examinee of post graduate course shall be as given below :-

The marks will be given in all examinations which will include internal assessment marks and the total marks for each Theory / Practical shall be converted into Grades as shown in Table.

SGPA shall be calculated based on Grade Points corresponding to Grade and the Credits allotted to respective Theory / Practical shown in the scheme for respective semester.

SGPA shall be computed for I, II, III, & IV Semester and CGPA shall be computed only in IV Semester based on SGPA's of I, II, III, & IV Semester. :-

$$\text{SGPA} = \frac{C_1 \times G_1 + C_2 \times G_2 + \dots + C_n \times G_n}{C_1 + C_2 + \dots + C_n}$$

Where  $C_1$  = Credit of individual Theory / Practical  
 $G_1$  = Corresponding Grade Point obtained in the respective Theory / Practical

$$\text{CGPA} = \frac{(\text{SGPA})_I \times (\text{Cr})_I + (\text{SGPA})_{II} \times (\text{Cr})_{II} + (\text{SGPA})_{III} \times (\text{Cr})_{III} + (\text{SGPA})_{IV} \times (\text{Cr})_{IV}}{(\text{Cr})_I + (\text{Cr})_{II} + (\text{Cr})_{III} + (\text{Cr})_{IV}}$$

Where  $(\text{SGPA})_{I,II,III,IV}$  = SGPA of I, II, III, IV Semester  
 $(\text{Cr})_{I,II,III,IV}$  = Total Credits for I, II, III, IV Semester

CGPA equal to 6.00 and above shall be considered as equivalent to First Class which shall be mentioned on Grade Card of IV Semester as a footnote.

**Table of Grade, Percentage of Marks and Grade Points for P.G. Home Science Examinations**

THEORY		
Grade	Percentage of Marks	Grade Points
AA	80 ≤ Marks ≤ 100	10
AB	70 ≤ Marks < 80	9
BB	60 ≤ Marks < 70	8
BC	55 ≤ Marks < 60	7
CC	50 ≤ Marks < 55	6
CD	45 ≤ Marks < 50	5
DD	40 ≤ Marks < 45	4
FF	00 ≤ Marks < 40	0
ZZ	Absent in Examination	0
PRACTICAL		
Grade	Percentage of Marks	Grade Points
AA	85 ≤ Marks ≤ 100	10
AB	80 ≤ Marks < 85	9
BB	75 ≤ Marks < 80	8
BC	70 ≤ Marks < 75	7
CC	65 ≤ Marks < 70	6
CD	60 ≤ Marks < 65	5
DD	50 ≤ Marks < 60	4
FF	00 ≤ Marks < 50	0
ZZ	Absent in Examination	0

**Table of Final Grade Points for SGPA and CGPA**

SGPA/CGPA	Final Grade	Remarks (Not to be mentioned on Transcript)
8.00-10	AA	Outstanding
7.00-7.99	AB	Excellent
6.00-6.99	BB	Very Good
5.50-5.99	BC	Good
5.00-5.49	CC	Fair
4.50-4.99	CD	Average
4.00-4.49	DD	Below Average
00-3.99	FF	Fail
Absent in Examination	ZZ	0

18. As soon as possible after the examinations the Board of Examination shall publish a list of successful examinees. The results of final M.Sc. examinations shall be classified as said before and merit list shall be notified as per Ordinance No.6.
19. No person shall be admitted to an examination under this Direction, if he/she has already passed the same examination, or an equivalent examination of any other Statutory University.
20. The provision of ordinance relating to the condonation of deficiency of marks for passing examination and ordinance relating to exemption and compartment shall apply to the examination under this Direction.
21. Examinees successful at the Semester-I, II & III Examination shall be entitled to receive a Certificate signed by the Registrar, and those successful at the Semester-IV Examination shall on payment of the prescribed fees, receive a Degree in the prescribed form signed by the Vice-Chancellor.

Sd/-  
(Dr.Kamal Singh)  
Vice-Chancellor

\*\*\*\*\*

- | S. N. | Semester                            | Certificate/ Diploma/ Degree           |
|-------|-------------------------------------|----------------------------------------|
| 1     | First                               | Certificate in Home Science            |
| 2     | First & Second                      | Diploma in Home Science                |
| 3     | Third & Fourth                      | Advanced Diploma in Home Science       |
| 4     | Fifth & Sixth                       | Bachelor's Degree in Home Science      |
| 5     | First & Second of Masters Programme | Post Graduate Diploma in Home Science* |
| 6     | Third & Fourth of Masters Programme | Master's Degree in Home Science*       |

- The examinations of first, third and fifth semester shall be held in winter and second, fourth and sixth semesters shall be held in summer. Grade system will be used to evaluate performance of the examinee.
- The scheme is based on credit grade teaching evaluation system, comprise core Home Science and applied Science, elective / optional, intra and interdisciplinary, participatory (practical & Projects) and research courses.
- A total of 132 and 80 credits have to be taken by the students to complete bachelor's and master's programme respectively. Bachelor's programme is composite in spite of which elective papers are included. Master Programme of each discipline is choice based and elective papers are kept at III Semesters to build career in interested area.

- Teachers appointed in Home Science faculty are eligible to teach add-on course and communication skills of bachelor programme other than the subject teacher.
- About 20-30% marks are assigned for internal assessment in theory as well as practicals in which, performance in class test, session end examination, projects, seminars and assignments, attendance etc. will be assessed.
- In order to develop research aptitude, research based subjects are included at master's level. Dissertation is compulsory and research work of dissertation will begin from third semester and end in fourth semester. There shall be an open viva-voce on it.
- Scheme is focused on participatory learning, therefore practicals, seminars, home & community visits, extension activities, organization of intervention programmes, on job training / internship, projects participation in national and international days etc. are included.
- Choice based course (General Interest Course) shall be as per the Science faculty of this University, notified from time to time.
- Schemes of Bachelors and Masters Programme in Home Science are as enclosed herewith.
- Relative Weightage of internal assessment, (Theory and Practical), practical, dissertation & Seminar, rating scale of theory and practical subjects, final Grade Points for SGPA and CGPA are given in respective tables.



(Corrected Scheme as per Direction No.65 of 2010)

**SCHEME OF TEACHING AND EXAMINATION**  
**M.Sc. HOME SCIENCE (COMMUNICATION AND EXTENSION)**

Sr. No.	Subject Code	Title of Paper	Teaching Scheme						Examination Scheme									Total
			Hours of instructions per week			Credits												
			Theory	Practical / Tutorial	Total	Theory	Practical	Total	Theory			Practical						
									Duration in Hrs.	Max. Marks		Minimum passing grade point	Duration in Hrs.	Max. Marks		Minimum passing grade point		
Theory	Internal	Practical	Internal															
	Semester-I																	
7.1	115CO45	Community Organisation and Development Theories	3	2	5	3	1	4	2	50	25	4	--	--	25	4	100	
7.2	115SD46	Sustainable Development Initiatives & Approaches	3	2	5	3	1	4	2	45	30	4	--	--	25	4	100	
7.3	113HL47	Human Learning Psychology	2	2	4	2	1	3	2	35	15	4	--	--	25	4	75	
7.4	115PD48	Programme Design and Evaluation	4	4	8	4	2	6	2.30	60	40	4	3	35	15	4	150	
7.5	111CA49	Computer Application in Communication and Extension Statistics	--	4	4	--	2	2	--	--	--	4	3	35	15	4	50	
		Total	12	14	26	12	7	19		300				175			475	
	Semester-II																	
8.1	125EE50	Extension Education System	3	2	5	3	1	4	2	45	30	4	--	--	25	4	100	
8.2	125TM51	Training Methodology	3	4	7	3	2	5	2	45	30	4	3	35	15	4	125	
8.3	125CA52	Communication Approaches in Extension	3	4	7	3	2	5	2	45	30	4	--	--	50	4	125	
8.4	125ED53	Entrepreneurship Development in Communication OR 2GIC	3	2	5	3	1	4	2	45	30	4	3	20	5	4	100	
8.5	125RM54	Research Methods in Communication and Extension	3	2	5	3	1	4	2	45	30	4	3	--	25	4	100	
		Total	15	14	29	15	7	22		375				175			550	
	Semester-III																	
9.1	235DP55	Development Project Management	--	4	4	--	2	2	--	--	--	4	--	--	50	4	50	
9.2	235MP56	IEC Material Production OR 3GIC	--	4	4	--	2	2	--	--	--	4	--	--	50	4	50	
9.3	235ELI57	Elective-I	3	4	7	3	2	5	2	45	30	4	3	35	15	4	125	
9.4	235ELII58	Elective-II	3	4	7	3	2	5	2	45	30	4	3	35	15	4	125	
9.5	235ELIII59	Elective-III	3	4	7	3	2	5	2	45	30	4	3	35	15	4	125	
		Total	9	20	29	9	10	19		225				250			475	
	Elective-I :		Elective-II :						Elective-III									
	235ELI.1 Management of Non-Government Organization		235ELII.1 Management of Human Service Organization						235ELIII.1 Community Health & Hygiene Education									
	235ELI.2 Writing for Media		235ELII.2 Media Planning and Social Advertising						235ELIII.2 Media Research and Evaluation									
	235ELI.3 Curriculum Planning and Development		235ELII.3 Curriculum Text Production						235ELIII.3 Evaluation of Curriculum and Text									
	Semester-IV																	
10.1	245WE60	Writing, Editing and Reporting for Mass Communication OR 4GIC	3	4	7	3	2	5	2	45	30	4	--	--	50	4	125	
10.2	245CT61	Current Trends and Issues in Extension and Communication	3	4	7	3	2	5	2	45	30	4	--	--	50	4	125	
10.3	245SW62	Scientific Writing	3	4	7	3	2	5	2	45	30	4	--	--	50	4	125	
10.4	245DR63	Dissertation Report	--	--	--	--		3	--	--	--	4	--	75	--	4	75	
		Viva	--	--	--	--		1	--	--	--		--	25	--		25	
		Seminar	--	--	--	--		1	--	--	--		--	--	25		25	
		Total	9	12	21	9	6	20(15+3*+2** )		225				275		4	500	

Note : Students will have to Select any one paper from each of the Elective-I,II &amp; III mentioned in Semester-III.

\*: Dissertation work,

\*\*: Seminar, Viva

(Corrected Scheme as per Direction No.65 of 2010)

**SCHEME OF TEACHING AND EXAMINATION**  
**M.Sc. (HOME SCIENCE) (FOOD SCIENCE AND NUTRITION)**

Sr. No.	Subject Code	Title of Paper	Teaching Scheme						Examination Scheme									Total
			Hours of instructions per week			Credits												
			Theory	Practical/ Tutorial	Total	Theory	Practical	Total	Duration in Hrs.	Theory		Minimum passing grade point	Duration in Hrs.	Practical		Minimum passing grade point		
										Max. Marks	Internal			Max. Marks	Internal			
Semester-I																		
7.1	112FS45	Food Science	4	4	8	4	2	6	2.30	60	40	4	3	35	15	4	150	
7.2	113HP46	Human Physiology	4	--	4	4	--	4	2.30	60	40	4	--	--	--	--	100	
7.3	112FH47	Food and Human Behaviour	2	2	4	2	1	3	2.0	35	15	4	--	--	25	4	75	
7.4	112NP48	Nutrition Programme Design and Evaluation	2	4	6	2	2	4	2.0	35	15	4	--	--	50	4	100	
7.5	111CA49	Computer Application in Food Statistics	--	4	4	--	2	2	--	--	--	--	3	35	15	4	50	
Total			12	14	26	12	7	19		300				175			475	
Semester-II																		
8.1	122FM50	Food Microbiology	3	2	5	3	1	4	2.0	45	30	4	3	20	5	4	100	
8.2	122NB51	Nutritional Biochemistry	3	4	7	3	2	5	2.0	45	30	4	3	35	15	4	125	
8.3	122CA52	Communication Approaches in Nutrition	3	4	7	3	2	5	2.0	45	30	4	--	--	50	4	125	
8.4	122ED53	Entrepreneurship Development in Food OR 2GIC	3	2	5	3	1	4	2.0	45	30	4	3	20	5	4	100	
8.5	122RM54	Research Methods in Nutrition	3	2	5	3	1	4	2.0	45	30	4	--	--	25	4	100	
Total			15	14	29	15	7	22		375				175			550	
Semester-III																		
9.1	232FP55	Food Product Development	--	4	4	--	2	2	--	--	--	--	3	35	15	4	50	
9.2	232SE56	Sensory Evaluation OR 3GIC	--	4	4	--	2	2	--	--	--	--	3	35	15	4	50	
9.3	232ELI57	Elective-I	3	4	7	3	2	5	2.0	45	30	4	3	35	15	4	125	
9.4	232ELII58	Elective-II	3	4	7	3	2	5	2.0	45	30	4	3	35	15	4	125	
9.5	232ELIII59	Elective-III	3	4	7	3	2	5	2.0	45	30	4	3	35	15	4	125	
Total			9	20	29	9	10	19		225				250			475	
Elective-I : 232ELI.1 Therapeutic Nutrition 232ELI.2 Assessment of Nutritional Status 232ELI.3 Kitchen Planning, Equipment & Plants			Elective-II : 232ELII.1 Biochemical Correlation with Nutritional Therapy 232ELII.2 Nutritional Epidemiology 232ELII.3 Food Safety and Quality Control						Elective-III 232ELIII.1 Dietetic Techniques & Patient Counseling 232ELIII.2 Community Nutrition 232ELIII.3 Food Service Management									
Semester-IV																		
10.1	242FI60	Food informatics OR 4GIC	3	4	7	3	2	5	2.0	45	30	4	--	--	50	4	125	
10.2	242CI61	Current Issues in Food & Nutrition	3	4	7	3	2	5	2.0	45	30	4	--	--	50	4	125	
10.3	242SW62	Scientific Writing	3	4	7	3	2	5	2.0	45	30	4	--	--	50	4	125	
10.4	242DR63	Dissertation Report	--	--	--	--		3	--	--	--	--	--	75	--	4	75	
		Viva	--	--	--	--		1	--	--	--	--	--	25	--		25	
		Seminar	--	--	--	--		1	--	--	--	--	--	-	25		25	
		Total	9	12	21	9	6	20(15+3*+2** )		225		--		275			500	

**Note :** Students will have to Select any one paper from each of the Elective-I,II & III mentioned in Semester-III.

\*: Dissertation work,

\*\*: Seminar, Viva

(Corrected Scheme as per Direction No.65 of 2010)

SCHEME OF TEACHING AND EXAMINATION  
M.Sc. (HOME SCIENCE) (HUMAN DEVELOPMENT)

Sr. No.	Subject Code	Title of Paper	Teaching Scheme						Examination Scheme										Total
			Hours of instructions per week			Credits			Theory					Practical					
			Theory	Practical/ Tutorial	Total	Theory	Practical	Total	Duration in Hrs.	Max. Marks		Minimum passing grade points	Duration in Hrs.	Max. Marks		Minimum passing grade points			
										Theory	Internal			Practical	Internal				
Semester-I																			
7.1	113TH45	Theories of Human Development	4	--	4	4	--	4	2.3	60	40	4	3	--	--	--	100		
7.2	113PIH46	Problems of Human Nutrition	4	4	8	4	2	6	2.3	60	40	4	3	35	15	4	150		
7.3	113PIH47	Psychology of Human Behaviour	2	2	4	2	1	3	2.0	35	15	4	3	20	5	4	75		
7.4	114HD48	Human Development Programme Design and Evaluation	2	4	6	2	2	4	2.0	35	15	4	--	--	50	4	100		
7.5	111CA49	Computer Application in Human Statistics	--	4	4	--	2	2	--	--	--	--	3	35	15	4	50		
Total			12	14	26		7	19		300				175			475		
Semester-II																			
8.1	123PT50	Psychological Testing	3	4	7	3	2	5	2.0	45	30	4	3	20	5	4	100		
8.2	123CA51	Communication Approaches in Human Development	3	2	5	3	1	4	2.0	45	30	4	--	50	--	4	125		
8.3	123EH52	Entrepreneurship in Human Development OR 2GIC	3	4	7	3	2	5	2.0	45	30	4	3	35	15	4	125		
8.4	123HA53	Human Anatomy and Physiology	3	2	5	3	1	4	2.0	45	30	4	3	20	5	4	100		
8.5	123RM54	Research Methods in Human Development	3	2	5	3	1	4	2.0	45	30	4	--	--	25	4	100		
Total			15	14	29	15	7	22		375				175			550		
Semester-III																			
9.1	233WP55	Working with Parents and Community	--	4	4	--	2	2	--	--	--	--	3	35	15	4	50		
9.2	233CH56	Child and Human Rights OR 3GIC	--	4	4	--	2	2	--	--	--	--	3	35	15	4	50		
9.3	233ELI57	Elective-I	3	4	7	3	2	5	2.0	45	30	4	3	35	15	4	125		
9.4	233ELII58	Elective-II	3	4	7	3	2	5	2.0	45	30	4	3	35	15	4	125		
9.5	233ELIII59	Elective-III	3	4	7	3	2	5	2.0	45	30	4	3	35	15	4	125		
Total			9	20	29	9	10	19		225				250			475		
Elective-I : 233ELI.1 Development of Self 233ELI.2 Advanced Child Development 233ELI.3 Family and Child Welfare			Elective-II : 233ELII.1 Projective Techniques of Psychological Testing 233ELII.2 Behavioural Problems, Child Guidance and Counseling 233ELII.3 Family and Marriage Counseling						Elective-III 233ELIII.1 Mental Health in Developmental Perspectives 233ELIII.2 Child with special Needs 233ELIII.3 Family Dynamics										
Semester-IV																			
10.1	243PE60	Personal Empowerment OR 4GIC	3	4	7	3	2	5	2.0	45	30	4	--	--	50	4	125		
10.2	243CT61	Current Trends and Issues in Human Development	3	4	7	3	2	5	2.0	45	30	4	--	--	50	4	125		
10.3	243SW62	Scientific Writing	3	4	7	3	2	5	2.0	45	30	4	--	--	50	4	125		
10.4	243 DR 63	Dissertation Report	--	--	--	--	--	3	--	--	--	--	--	75	--	4	75		
		Viva	--	--	--	--	--	1	--	--	--	--	--	25	--	4	25		
		Seminar	--	--	--	--	--	1	--	--	--	--	--	--	25	4	25		
Total			9	12	21	9	6	20(15+3*2** )		225				275			500		

Note: Students will have to Select any one paper from each of the Elective-I,II &amp; III mentioned in Semester-III.

\*: Dissertation work,

\*\*: Seminar, Viva

(Corrected Scheme as per Direction No.65 of 2010)

**SCHEME OF TEACHING AND EXAMINATION  
M.Sc. (HOME SCIENCE) (TEXTILE AND CLOTHING)**

Sr. No.	Subject Code	Title of Paper	Teaching Scheme						Examination Scheme									Total
			Hours of instructions per week			Credits												
			Theory	Practical/ Tutorial	Total	Theory	Practical	Total	Theory			Practical						
									Duration in Hrs.	Max. Marks		Minimum passing grade points	Duration in Hrs.	Max. Marks		Minimum passing grade points		
Theory	Internal	Practical.	Internal															
Semester-I																		
7.1	114AT45	Advanced Textile Design	4	3	7	4	1.5	5.5	2.30	60	40	4	3	20	5	4	125	
7.2	114TC46	Textile Chemistry	3	3	6	3	1.5	4.5	2.0	45	30	4	3	35	15	4	125	
7.3	115PD47	Programme Design and Evaluation in Textile Clothing	2	2	4	2	1.0	3.0	2.0	35	15	4	--	--	25	4	75	
7.4	114ED48	Entrepreneurship Development in Textile and Clothing	3	2	5	3	1.0	4.0	2.0	45	30	4	3	20	5	4	100	
7.5	111CA49	Computer Application in Textile & Clothing Statistics	--	4	4	--	2.0	2.0	--	--	--	--	3	35	15	4	50	
		Total	12	14	26	12	7.0	19.0		300				175			475	
Semester-II																		
8.1	124FA50	Fashion and Apparel Design	3	4	7	3	2.0	5.0	2.0	45	30	4	3	35	15	4	125	
8.2	124TT51	Textile Testing & Quality Control	3	4	7	3	2.0	5.0	2.0	45	30	4	3	35	15	4	125	
8.3	123TC52	Textile Clothing and Human Psychology	3	2	5	3	1.0	4.0	2.0	45	30	4	3	20	5	4	100	
8.4	125CA53	Communication Approaches in Textiles and Clothing OR 2GIC	3	2	5	3	1.0	4.0	2.0	45	30	4	--	--	25	4	100	
8.5	124RM54	Research Methods in Textile & clothing	3	2	5	3	1.0	4.0	2.0	45	30	4	3	20	5	4	100	
		Total	15	14	29	15	7.0	22.0		375				175			550	
Semester-III																		
9.1	234PM55	Pattern Making	--	6	6	--	3.0	3.0	--	--	--	--	3	50	25	4	75	
9.2	234FI56	Fashion Illustration OR 3GIC	--	6	6	--	3.0	3.0	--	--	--	--	3	50	25	4	75	
9.3	234ELI57	Elective-I	3	2	5	3	1.0	4.0	2.0	45	30	4	3	20	5	4	100	
9.4	234ELII58	Elective-II	3	4	7	3	2.0	5.0	2.0	45	30	4	4	35	15	4	125	
9.5	234ELIII59	Elective-III	3	2	5	3	1.0	4.0	2.0	45	30	4	3	20	5	4	100	
		Total	9	20	29	9	10.0	19.0		225			3	250			475	
	Elective-I : 234ELI.1 Historic Costume 234ELI.2 Dying and Printing 234ELI.3 Fashion Making and Merchandising		Elective-II : 234ELII.1 Eco Textiles and Environment 234ELII.2 Advanced Apparel Construction 234ELII.3 Historic Textiles						Elective-III 234ELIII.1 Knitting Technology 234ELIII.2 Fashion Communication 234ELIII.3 Textile Industry in India									
Semester IV																		
10.1	244CT60	Current Trends in Textile Clothing	3	4	5	3	2.0	5.0	2.0	45	30	4	--	--	50	4	125	
10.2	244TF61	CAD in Textile and Fashion OR 4GIC	2	6	8	2	3.0	5.0	2.0	35	15	4	3	50	25	4	125	
10.3	244SW62	Scientific Writing	3	4	7	3	2.0	5.0	2.0	45	30	4	--	--	50	4	125	
10.4	244 DR 63	Dissertation Report	--	--	--	--	--	3.0	--	--	--	--	--	75	--	4	75	
		Viva	--	--	--	--	--	1.0	--	--	--	--	--	25	--	4	25	
		Seminar	--	--	--	--	--	1.0	--	--	--	--	--	--	25	4	25	
		Total	8	12	20	8	7.0	20(15+3*+2** )		225				275			500	

Note : Students will have to Select any one paper from each of the Elective-I,II &amp; III mentioned in Semester-III. .

\*: Dissertation work, \*\*: Seminar, Viva

(Corrected Scheme as per Direction No.65 of 2010)

**SCHEME OF TEACHING AND EXAMINATION**  
**M.Sc. (HOME SCIENCE) (RESOURCE MANAGEMENT)**

Sr. No.	Subject Code	Title of Paper	Teaching Scheme						Examination Scheme									Total										
			Hours of instructions per week			Credits																						
			Theory	Practical/ Tutorial	Total	Theory	Practical	Total	Duration in Hrs.	Theory		Minimum passing grade points	Duration in Hrs.	Practical		Minimum passing grade points												
										Max. Marks				Max. Marks														
																			Theory	Internal		Practical.	Internal					
Semester-I																												
7.1	111HR45	Human Resource Management	4	-	4	4	--	4	2.3	60	40	4	--	--	--	4	100											
7.2	111PM46	Principles of Management	4	4	8	4	2	6	2.3	60	40	4	3	35	15	--	150											
7.3	113HB47	Human Behaviour in Resource Management	2	2	4	2	1	3	2.0	35	15	4	--	-	25	4	75											
7.4	115RD48	Resource Development Programme Design and Evaluation	2	4	6	2	2	4	2.0	35	15	4	--	-	50	4	100											
7.5	111CA49	Computer Application in Resources Statistics	--	4	4	--	2	2	--	--	--	--	3	35	15	4	50											
Total			12	14	26	12	7	19	300			175			475													
Semester II																												
8.1	121RF50	Residential Furnishing and House Keeping	3	2	5	3	1	4	2.0	45	30	4	3	20	5	4	100											
8.2	121HT51	Household Technology	3	4	7	3	2	5	2.0	45	30	4	3	35	15	4	125											
8.3	121CA52	Communication Approaches in Resource Management	3	4	7	3	2	5	2.0	45	30	4	--	50	--	4	125											
8.4	121ED53	Entrepreneurship Development OR 2GIC	3	2	5	3	1	4	2.0	45	30	4	3	20	5	4	100											
8.5	121RM54	Research Methods in Resource Management	3	2	5	3	1	4	2.0	45	30	4		-	25	4	100											
Total			15	14	29	15	7	22	375			175			550													
Semester-III																												
9.1	231ER55	Ergonomics	--	4	4	--	2	2	--	--	--	--	3	35	15	4	50											
9.2	231FM56	Financial Management OR 3GIC	--	4	4	--	2	2	--	--	--	--	3	35	15	4	50											
9.3	231ELI57	Elective-I	3	4	7	3	2	5	2.0	45	30	4	3	35	15	4	125											
9.4	231ELII58	Elective-II	3	4	7	3	2	5	2.0	45	30	4	3	35	15	4	125											
9.5	231ELIII59	Elective-III	3	4	7	3	2	5	2.0	45	30	4	3	35	15	4	125											
Total			9	20	29	9	10	19	225			250			475													
Elective-I :		Elective-II :						Elective-III																				
231ELI.1 Home Event Management		231ELII.1 Community Event Management						231ELIII.1 Institutional Event Management																				
231ELI.2 Home Furnishing		231ELII.2 Household Equipment; 231ELII.3 Food Service Management						231ELIII.2 House Keeping and Facility Management; 231ELIII.3 Travel Management																				
231ELI.3 Front Office Operation and Accommodation																												
Semester-IV																												
10.1	241RI60	Resource Informatics OR 4GIC	3	4	7	3	2	5	2.0	45	30	4	--	--	50	4	125											
10.2	241CI61	Current Issues and Trends in Resource Management	3	4	7	3	2	5	2.0	45	30	4	--	--	50	4	125											
10.3	241SW62	Scientific Writing	3	4	7	3	2	5	2.0	45	30	4	--	--	50	4	125											
10.4	241DR 63	Dissertation Report	--	--	--	--	--	3	--	--	--	--	--	75	--	4	75											
		Viva	--	--	--	--	--	1	--	--	--	--	--	25	--	4	25											
		Seminar	--	--	--	--	--	1	--	--	--	--	--	--	25	4	25											
Total						9	6	20(15+3*+2** )		225			275			500												

**Note :** Students will have to Select any one paper from each of the Elective-I,II & III mentioned in Semester-III .

\*: Dissertation work,

\*\*: Seminar, Viva

**Annexure-I**  
**Internal Assessment of Theory and Practical Examination for**  
**M.Sc. (Home Science)**

**Table-1 : Internal Assessment of Theory**

Sr. No.	Particulars	Total Marks (%)
1	Class Tests	30
2	Assignments	20
3	Session End Examination	50

**Table-2 : Internal Assessment of Practicals**

Sr. No.	Particulars	Total Marks (%)
1	Submission of Reports	50
2	Performance during Practical / Sessional	50

**Table-3: Evaluation of Practical**

Sr. No.	Particulars	Total Marks (%)
1	Performance in the conduction of experiments and / or Sessional	50
2	Practical Record /Sessional Reports	30
3	Viva	20

**Table-4: Evaluation of Dissertation**

Sr. No.	Particulars	Total Marks (%)
1	Title & Introduction	05
2	Review of Literature	05
3	Methodology	15
4	Results & Discussion	35
5	Summary & Conclusion	05
6	Implications	05
7	Norms of Scientific Writing	10
8	Submission of Final Draft of Report (Spiral Bound)	10
9	Submission of corrected report (Hard Bound) along with Soft Copy (CD)	10

**Table-5: Evaluation of Seminar**

Sr. No.	Particulars	Total Marks (%)
1	Synopsis of dissertation	40
2	Result of Dissertation Work	60

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**Syllabus Prescribed for M.Sc. (Home Science) (Human Development)**  
**Semester-I & Semester-II**  
**(Implemented from the Academic Session 2010-11)**

**Semester-I**

**Subject Code : 113TH45**

**Theories of Human Development**

**Learning objectives :** After completion of the course students will be able to-

- understand the need of theory in human development for practical application
- critically evaluate the cross cultural applicability of theory

**Theory**

**Unit 1 : Human Development**

- Introduction of theories of behaviour and development
- Theoretical perspective of human development
- Role and nature of behaviour theories
- History of child development
- Importance and characteristics of development

**Unit 2 : 2.1 Early theories and ethological theories**

- Darwin's theory
  - Bowlby's theory
- 2.2 Development theories**
- Gesells theory
  - Baldwin's theory
  - Bronfenbrenner's Ecological theory

**Unit 3 : 3.1 Personality theories**

- Psychoanalytical theory (Freud and Erikson's)
- Jung's and Adler's theory of personality

**3.2 Theories of Self**

- Field theory of Lewin
- Self actualization theory of Abraham Maslow

**Unit 4 : 4.1 Theories of Learning**

- Pavlov and Watson's classical conditioning
- Skinner's operant conditioning

- Thorndike's S-R theory

#### 4.2 Social learning and social cognitive theories

- Bandura's social cognitive theory
- Selman's theory of Peer relations

#### Unit 5 : 5.1 Cognitive Development theories

- Piaget's theory of cognitive development
- Vygotsky's sociocultural theory

#### 5.2 Theories of Moral Development

- Kohlberg's theory
- Social cognitive theory of morality

#### References

- 1) Crain W. (1992) Theories of Development, Concepts and Application. New Jersey, Prentice Hall
- 2) James A. and Prout J. (Ed) (1990) Constructing and Reconstructing Childhood. London Falmer Press
- 3) Kanner S. (1992) Culture and Psycho-selected essays. Delhi Oxford University Press
- 4) Ronald A. (1996) Cultural Pluralism and Psycho analysis. New York, Ron Hedge
- 5) Ronald A. (1989) In search of self in Indian and Japan. Princeton N.J. Princeton University Press
- 6) Smith J.A. et al. (1992) Six Theories of Child Development: Revised formulation and current issues. London Sage, Kingsley publishers Ltd.

#### Semester-I

#### Subject Code : 113PH46

#### Problems of Human Nutrition

**Learning Objectives :-** After completion of the course students will be able to-

- understand nutritional problems of India, their causes, treatment, prevention and control measures.
- know various approaches in nutrition and health interventions, prevention and control measures.

#### Theory

#### Unit-1 : Nutritional Status.

Assessment of nutritional status through

- Diet survey
- Anthropometry.

Role of nutrition in national development, concept of health care, levels of health care and health care delivery.

#### Unit-2 : Common nutritional problems.

Prevalence, causes, treatment and control measures for the following.

- Chronic Energy Malnutrition in adults.
- Protein Energy Malnutrition.
- Vitamin A deficiency.
- Iron deficiency anaemia.
- Iodine deficiency.

#### Unit-3 : Strategies to combat nutritional problems.

- Diet or food based strategies.
- Dietary diversification / modification.
- Food fortification.
- Nutrition and Health Education.
- Nutrient based approach & The medicinal approach to combat nutritional problems.
- Supplementation.

#### Unit-4 : Nutrition Policy and Programmes.

- National Nutrition Policy
- Nutrition
- Programmes
- Integrated Child Development Services Scheme
- Nutrient Deficiency Control Programmes
- Supplementary feeding programmes
- Food Security Programmes
- Self Employment and Wage Employment Schemes.

#### Unit-5 : Chronic and Non-communicable Diseases

Epidemiological factors, assessment, prevention and control programmes to overcome the following diseases.

- Cardiovascular diseases
- Hypertension
- Cancer
- Diabetes mellitus
- Obesity.

#### Practicals :-

- (1) Formulation and preparation of weaning and supplementary foods.
- (2) Formulation and preparation of a days two meals :- Lunch and snacks for ICDS supplementary feeding programme, providing 12-15 gm proteins and 300-500 kcal out of low cost and locally available foods.
- (3) Assessment of nutritional status of pre-school children through anthropometry.
- (4) Study of ongoing nutrition programmes of children, pregnant women and lactating mother.
- (5) Celebration of days ó World Brest Feeding Week, National Nutrition Week, Heart Day, Diabetes day, World Health Day etc.

#### References :-

- (1) Park K (2000), Preventive and Social Medicine M/s Banarsidas Bhanot, Jabalpur.
- (2) Bamji, M.S.; Rao, P.N. (1996), Textbook of Human Nutrition, Oxford and IBH Publishing Co. Pvt.Ltd., New Delhi.
- (3) Gopalan C., Kaur S. (1993), Towards Better Nutrition Problems and Policies, Nutrition Foundation of India.
- (4) Jellife D.B., Jellife E.F.P. (1989), óCommunity Nutritional Assessment, Oxford University Press.
- (5) Gopaldas T., Seshadri S. (1987), Nutrition Monitoring and Assessment, Oxford University Press.
- (6) World Health Organization (1998), World Health Report : Life int he 21<sup>st</sup> Century. Report of the Director General, WHO, Geneva, Switzerland.
- (7) Nationa Plant and Action on Nutrition (1995), Food and Nutrition Board, Deptt. of WCD, Govt. of India.
- (8) IGNOU Literature, MFN-006 ó Public Nutrition.

### Semester-I

#### Subject Code : 113PH47

#### Psychology of Human Behaviour

**Learning Objectives :-** After completion of the course students enable to-

- sensitize with importance of psychology of human behaviour.
- understand personality traits.
- develop skill of measurement of IQ, EQ and Personality.

#### Theory

- Unit-1 :**
- 1.1 Psychology
    - Meaning, scope and importance.
    - Psychology of human behaviour.
  - 1.2 Perception
    - Nature
    - Laws and selectivity in Perception
    - Sensory factors in Perception
    - Importance of Perception.
  - 1.3 Attitude
    - Meaning and characteristics
    - Formation of stereo types and prejudices.
    - Factors in attitude change.
- Unit-2 :**
- 2.1 Motivation
    - Nature, characteristics.
    - Theories and types of motives.
  - 2.2 Learning
    - Definition, principles, indicators.
    - Theories of learning.
    - Experimental learning.
- Unit-3 :**
- 3.1 Emotion
    - Nature, types of emotional responses.
    - Theories and role of emotion in regular human behaviour.
  - 3.2 Intelligence
    - Meaning, types
    - Measurement of intelligence.
    - Constancy of IQ
    - Mental age.



- Unit-4** : 4.1 Defence Mechanism
- Types and importance.
- 4.2 Personality
- Personality and individual differences
  - Personality as a set of traits
  - Personality as a self
  - Rogers' self theory
  - Maslow's self actualisation theory
- Unit-5** : 5.1 Emotional Intelligence :
- Meaning
  - Types of Emotional Intelligence
  - Essential ingredients for Emotional Intelligence.

**Practical :-**

- (1) Study and development of knowledge and attitude scales.
- (2) Preparation of resource file.
- (3) Measurement of IQ, EQ and personality with the help of standard scale.

**References :-**

- (1) Alex K., Soft Skills, S.Chand.
- (2) Atwater F. (1995), Psychology for living, adjustment, growth and behaviour.
- (3) Back C., Robert (1986), Apply Psychology understanding People, Prentice Hall.
- (4) Baron, R.D. (1995), Psychology, Prentice Hall.
- (5) Chattopadhyaya, Aparna (2001), What's Your Emotion IQ, PUSTAL Mahal, New Delhi.
- (6) Morgan, C.T. et al (1979), Introduction to Psychology, Tata McGraw Hill Publishing Co., New Delhi.
- (7) Raymond B. Cattell (1950), Personality- A Systematic Theory and Factual Study, Mac Graw Hill.
- (8) Guilford J.A. (1959), Personality, Mac Graw Hill.
- (9) Robert S., Woodsworth and Donald G. Marquis, Psychology, Mathew Co. Ltd., London.
- (10) Garden Murphy, Personality ó A Biosocial approach to Origins and structure.
- (11) Aaran Q.S. et al (1958) understanding Human Behaviour, Mc Graw Hill.

**Semester-I**

**Subject Code : 114HD48**

**Human Development Programme Design and Evaluation**

- Learning Objectives :-** After completion of this course students will be able to-
- understand use of computer in statistical analysis in Human Development.
  - develop skill of drafting text, tables, figure, etc.

**Theory**

**Unit-1 : Programme, Planning and Implementation**

1.1 Planning :-

- Meaning, and importance.
- Pre-requisite for developing plan.
- Programme planning process.

1.2 Implementation :-

- Aspects of Execution.
- Factors responsible for the successful conduction of a programme.

**Unit-2 : Evaluation, Follow up and Documentation**

2.1 Evaluation

- Meaning and purpose of Evaluation.
- Types and tools of Evaluation.

2.2 Follow up

- Need for follow up.
- Methods of follow up

2.3 Documentation

- Need for reporting and recording.
- Aspects to be covered.

**Unit-3 : Human Development Programme Design**

- 3.1 Formulate objectives and target group.
- 3.2 Map Resources
- 3.3 Administrative Structures
- 3.4 Implementation process.
- 3.5 Monitoring and evaluation of designed programme.

**Unit-4 : Study the components of programme design and evaluation of ongoing human development programmes.**

- 4.1 NGO

## 4.2 GO

**Unit-5 : Management Information System (MIS)****Practical :-**

- (1) Design awareness/skill development/counselling/guidance/assessment programme for children, adolescent, exceptional, aged, etc.  
Implement at least two programmes.
- (2) Visit ongoing Human Development programmes.

**References :-**

- (1) Sandhu, A.S. (1994), Extension Programme Planning, Oxford & IBH Publishing, New Delhi.
- (2) Chaube B.K. (1979), A Handbook of Extension Education, Jyoti Prakashan, Allahabad.
- (3) Dhama O.P. and Bhatnagar O.P. (1987), Education and Communication for Development, Oxford & IBH Publishing Co., New Delhi
- (4) Ray, G.L. (1999), Extension Communication and Management. Naya Prakashan; Calcutta.

**Semester-I****Subject Code : 111CA49****Computer Application in Human Statistics**

**Learning Objectives :-** After completing course students will be able to-

- Understand use of computer in distributional and statistical analysis in Human Development.
- Develop skill of drafting text, tables, figure, etc. with the help of computer.

**Practical :** (1) Computer Basics

- 1.1 Computer Hardware and software.
- 1.2 Input and out put devices.
- 1.3 Basic Operations in data handling (copy, paste, prepare file / folder, burn CD's etc.)

## (2) MS Word

- 2.1 Introduction to MS Word.
- 2.2 Use in drafting letters and reports.
- 2.3 Drafting tables.

## (3) MS Excel

- 3.1 Introduction to MS Excel.
- 3.2 Use for analysis of data in human development.  
Descriptive Statistics ó Mean, Standard Deviation.  
Correlation ó Pearson correlation between two or more variables.  
Parametric test ó t test, z test, analysis of variance.  
Non-parametric test ó chi test.
- 3.3 Graphical Presentation ó Graphs and bar diagrams.
- 3.4 Introduction to applicable statistical analysis softwares.

**References :-**

- (1) Literature of MSCIT.
- (2) Garrett, Henry E. (1971), Statistics in Psychology and Education, David Hanley and Co.
- (3) Edward, Experimental Design in Psychological Research.
- (4) Kerlinger, Foundation of Educational Research.

**Semester – II****Subject code : 123PT50****Psychological Testing**

**Objectives :** After completion of course students will be able to become aware of psychological tests suitable for assessing human development

**Theory****Unit 1 : Methods of Studying Human Development**

- 1.1 Observation method : Theoretical perspectives, use of checklists, establishing reliability in observations, maintaining an observation record, report writing and evaluation.
- 1.2 Interview method : Theoretical perspectives, development of different types of interview protocol, analysis and coding of interview data
- 1.3 Observation method : Theoretical perspectives, development of different types of questionnaire protocols, analysis and coding of questionnaire data
- 1.4 Case study method : Theoretical perspectives, development of different types of case study protocols, analysis and coding of data

**Unit 2 : Psychological Testing**

- 2.1 Nature, objectives
- 2.2 Types of tests
- 2.3 Basic characteristics of psychological tests
- 2.4 Standardization ó Concept and estimation of reliability, validity
- 2.5 Administration of tests ó Environmental conditions and report-scoring tests-expression of performance norms profile

**Unit 3 : Intelligence and Personality**

- 3.1 Measurement of intelligence
- 3.2 Potential and functional intelligence
- 3.3 Mental growth and constancy of IQ
- 3.4 Development of personality
- 3.5 Concept of personality

**Unit 4 : Psychometric Methods**

- 4.1 Scale for infant assessment
- 4.2 The Wechsler battery of tests
- 4.3 Children's apperception test
- 4.4 Draw a Man test
- 4.5 House-Tree-Person
- 4.6 Self Esteem Inventory
- 4.7 Sex-Role Inventory

**Unit 5 : Psychological Tests**

- 5.1 Intelligence tests : Bhatia battery of intelligence test, kamat's test
- 5.2 Personality assessment : Rosenzweig's PF Study, Thematic Appreciation test, 16 PF tests
- 5.3 Aptitude tests : Different Aptitude Tests
- 5.4 Family relationship test
- 5.5 Husband wife relationship test

**Practicals**

- 1) Standardize any one psychological scale
- 2) Study techniques of administering the tests
- 3) Work on psychological test and prepare report

**References**

- 1) Kuppaswamy B. Child Behaviour and Development
- 2) Aylward G. (1994) Practitioner's Guide to Development and Psychological Testing. Plenum Press, New York
- 3) Hayes N. (1997) Doing Qualitative Analysis in Psychology, Hove Psychology Press
- 4) Smith J.A., Harre R. and Van Langenhove L. (1996) Rethinking Psychology. London Sage
- 5) Yin R. (1994) Case Study Research Design and Methods (2<sup>nd</sup> edn) Beverly Hills, CA : Sage Publishing

**Semester – II****Subject code : 123CA51****Communication Approaches in Human Development**

**Objectives :** After completion of course students will be able to

- understand use of communication approaches in human development
- develop skill of preparing tools of communication

**Theory****Unit 1 : Approaches of Communication in Human Development**

- 1.1 Traditional Approach ó Folk media, Songs, Story, Shows, Drama
- 1.2 Modern Approach ó Participatory, Analytical, Dialogue, Persuasive and Educational games. Use of modern approach for communication and extension
- 1.3 Modified Approach ó Combination of traditional and modern approaches
- 1.4 Presentation of above said approaches

**Unit 2 : Methods of Communication**

- 2.1 Individual communication
- 2.2 Group communication
- 2.3 Mass communication
- 2.4 Planning and preparation of communication methods

**Unit 3 : Projected tools of communication**

- 3.1 Transparencies for OHP
- 3.2 Soft copies of presentation (CD and Pen drive) for computer and computer aided projectors
- 3.3 Other E. learning material. Script for radio and TV
- 3.4 Preparation and presentation of projected tools

**Unit 4 : Non projected tools of Communication.**

- 4.1 Models ó Working, Non working
- 4.2 Print material ó Leaflets, folders, poster, charts, flash cards, news letter, circular letter, bulletin
- 4.3 Preparation of non projected tools

**Unit 5 :**

- 5.1 Themes and Messages
  - Themes in Human Development
  - Messages in Human Development
- 5.2 Strategies in Human Development
  - Individual
  - Community
  - Presentation of the operation of strategies

**Practicals**

Identify themes in human development through literature research, experiences, pilot study or survey and prepare, present and evaluate following projected and non projected tools for effective communication.

Posters, banners, slogans, charts, flash cards, folder, leaflets, games, transparencies, CD, scripts.

Note : Any two out of projected and two out of non projected tools.

**References**

- 1) Maan, Gurmeet Singh (1987) The Story of Mass Communication : An Indian Perspective. New Delhi, Harnam Publishers.
- 2) Tiwari I.P. (1987) Communication Technology and Development. New Delhi, Ministry of Information and Broadcasting.
- 3) Sharma S.C. (1987) Media Communication and Development. Jaipur, Rawat Publishers.
- 4) Gamble M.W. and Gamble T.K. (1989) Introducing Mass Communication. IInd Ed. New York, McGraw Hill Book.

- 5) Day P.R. (1977) Methods of Learning Communication Skills. Oxford, Peragamon.
- 6) Hartman, Paul and others (1986) The Mass Media and the Village Life : An Indian Study. New Delhi, Sage Publication.
- 7) Melkote S.R. (1991) Communication for Development in Third World : Theory and Practice. New Delhi, Sage.
- 8) Bhatnagar S. and Satyapal A. (eds.) (1988) education and Communication Technology : Perspective, Planning and Implementation. New Delhi.
- 9) Scott B. (1986) The Skills of Communication. Aldershot Gower Press.
- 10) Joshi P.C. (1989) Culture Communication and Social Change. New Delhi, Vikas Publications.
- 11) Mahajan K. (1990) Communication and Society. New Delhi, Classical Publications.

**Semester – II****Subject code : 123EH52****Entrepreneurship in Human Development**

**Objectives :** After completion of course students will be able to

- provide conceptual inputs regarding entrepreneurship development in human development
- sensitise and motivate towards entrepreneurship development
- orient and impart knowledge towards identifying and implementing entrepreneurship opportunities

**Theory****Unit 1 : Conceptual Framework**

- 1.1 Concept, need and process in entrepreneurship development
- 1.2 Types of enterprise ó merits and demerits
- 1.3 Role of enterprise in national and global economy

**Unit 2 : The Entrepreneur**

- 2.1 Entrepreneurial motivation ó dynamics of motivation
- 2.2 Entrepreneurial competency ó concepts
- 2.3 Developing entrepreneurial competencies ó requirements and understanding the process of

entrepreneurship development, self awareness, interpersonal skills, creativity, assertiveness, achievement, factors affecting entrepreneur's role

### **Unit 3 : Launching and Organising an Enterprise**

- 3.1 Environment scanning of information, sources, schemes of assistance, problems
- 3.2 Enterprise selection, enterprise, feasibility study, SWOT analysis
- 3.3 Resource mobilization of finance technology, raw material, site and man power
- 3.4 Market assessment, costing and quality control

### **Unit 4 : Areas of Entrepreneurship**

- 4.1 Production of teaching aids, toys and literature
- 4.2 Consultancy areas of Child guidance clinics, rehabilitation centres, child development centres, home for aged persons
- 4.3 Services : Testing IQ, EQ, SQ

### **Unit 5 : Agencies for Development of Entrepreneurship**

- 5.1 Government of India's policy towards promotion of entrepreneurship reservations and sanctions for small scale sector
- 5.2 Role of SSI, Procedures and formalities for setting up SSI
- 5.3 Role of banks and other agencies for development of entrepreneurship

### **Practicals**

- 1) Enlist entrepreneurial opportunities in human development.
- 2) Select any enterprise and prepare a report of SWOT analysis.
- 3) Visit to funding agencies offices for understanding the formalities for registrations and the licences for enterprise.
- 4) Prepare and use the business games for development of entrepreneurial qualities.
- 5) Case study of an Entrepreneur and prepare a report.

### **References**

- 1) Hisrich R.D. and Peters M.P. (1995) Entrepreneurship of starting, developing and managing a new enterprise. Richard D. Irwin INC, USA.
- 2) Meredith C.G. et al (1982) Practice of Entrepreneurship. ILO , Geneva.
- 3) Deshpande M.V. (1984) Entrepreneurship of small scale industries, concept, growth and management. Deep and Deep Publication D-1/24, R-Garden, New Delhi.
- 4) Parekh U. and Rao T.V. (1978) Personal Efficacy in Development Entrepreneurship, Learning system. New Delhi.
- 5) Vasant Desai (1991) Entrepreneurship and Entrepreneur Development, Vol. I, II, III, Himalaya Publishing House.
- 6) Maratha Chamber of Commerce, Industrial Development of Maharashtra, Latest edition.

### **Semester – II**

### **Subject code : 123HA53**

### **Human Anatomy and Physiology**

**Learning objectives :** After completion of course students will be able to

- understand the integrated function of all systems
- advance their understanding of some of the relevant issues and topics of human physiology

### **Theory**

#### **Unit 1 : Introduction to Physiology**

- Meaning
- Physiology of body systems
- Physiology of growth and development
- Physiology of ageing

#### **Unit 2 : Cell and Blood**

- Structure of cell, cell cycle
- Tissue and their functions
- Blood : composition
- Haemostasis

**Unit 3 : The Reproductive System**

- Female
- Male
- Growth and development during pregnancy
- Physiology of lactation
- Role of hormones in reproduction
- Contraception
- Tests during pregnancy

**Unit 4 : Nervous System**

- Nervous cell
- Structural organization of nervous system
- Peripheral nervous system
- Electroencephalogram

**Unit 5 : Physiology of the Endocrine Glands**

- Hormones
- Endocrine gland
- Thyroid gland
- Para thyroid gland
- Pancreas
- Adrenal glands
- The pineal gland
- Kidney as an endocrine gland

**Practicals**

- 1) To study Total Leucocyte Count (TLC)
  - Different Leucocyte Count (DLC)
  - Red Blood Cell Count (RBC count)
- 2) Haemoglobin estimation by Sahli's method
- 3) Determination of blood groups
- 4) Measurement of blood pressure

**References**

- 1) Applied Physiology, MFM 001 Course, Indira Gandhi National Open University
- 2) Vander A.J., Sherman J.H., Luciono D.S. (2000) Human Physiology. 7<sup>th</sup> edition, New York, McGraw Hill

- 3) Jain A.K. Textbook of Physiology. Vol. I and II, Avichal publishing co., New Delhi
- 4) Guyton A.C. and Hall J.B. (1996) Textbook of Medical Physiology. 9<sup>th</sup> edition, W.B. Sanders Company, Prism Books (Pvt.) Ltd., Bangalore.

**Semester – II****Subject code : 123RM54****Research Methods in Human Development**

**Objectives :** After completion of course students will be able to-

- know importance of research in human development
- understand the types, tools applicable to research problem
- develop skills of preparing out line of research work

**Theory****Unit 1 : Foundation of Scientific Research**

- 1.1 Research meaning and definition
- 1.2 Need of research in communication and extension
- 1.3 Research process
  - Selection and formulation of research problem
  - Specifying objectives
  - Formulating hypothesis
  - Deciding variables

**Unit 2 : Design Strategies in Research**

- 2.1 Descriptive studies
  - Correlation studies
  - Case studies
  - Cross sectional/Survey
- 2.2 Analytical studies
  - Observational studies
  - Cohort studies
  - Cross sectional studies/Survey

**Unit 3 : Methods of Sampling**

- 3.1 Characteristics of good sampling
- 3.2 Probability or random sampling
- 3.3 Non probability sampling

**Unit 4 : Research Tools**

- 4.1 Levels of data measurements and characteristics of good measurement
- 4.2 Types of tools and their uses
  - Questionnaire
  - Schedule
  - Rating scale
  - Attitude scale
  - Interview ó structured and unstructured
  - Observation ó participant and non participant
- 4.3 Concept of data
  - Types of Data ó Qualitative and Quantitative data
  - Analysis of Data ó Qualitative and Quantitative data analysis

**Unit 5 : Statistical Testing of Hypothesis**

- 5.1 Application of parametric tests
  - r test
  - t tests
  - Z test
  - F test
  - ANOVA
- 5.2 Application of non parametric tests
  - Chi square test
  - Spearman's Rank correlation

**Practicals**

- 1) List research areas in human development
- 2) Prepare synopsis/outline of dissertation work
  - Select problem for dissertation from literature research, experiences of guide & teachers, and experiment/pilot study/survey.
  - Find out key words, their meaning and definition from dictionary and encyclopedias.
  - Design conceptual model of the study.
  - Collect review on selected variables from national and international journals and prepare note cards and reference cards (follow the rules of scientific writing)

- Decide and prepare tools of measurement of variables
  - Specify objectives
  - Frame hypothesis
  - Select locale of the study
  - Decide sample size and sampling techniques
  - Decide applicable statistical tests
- 3) Conduct pilot study for calculating validity, reliability and usability of the tools.
  - 4) Prepare master table for analysis
  - 5) Prepare time schedule and facilities required for dissertation work.

**References**

- 1) Van Maanen (1983) Qualitative Methodology. Sage Publication
- 2) Sumati Mulay and Sabarathanam V.E. (1980) Research Methods in Extension Education. New Delhi, Sole Selling Agents, MANASHYAN, 32.
- 3) Bryman A. and Cramer D. (1994) Quantitative Data Analysis for Social Scientist
- 4) Aravindra Chandra and Saxena T.P. Style Manual for Writing : Thesis, Dissertations and Papers in Social Sciences. New Delhi, Metropolitan Book Co. Pvt. Ltd.
- 5) Kerlinger, Foundation of Educational Research
- 6) Ingle P.O. Scientific Report Writing. Nagpur, Sarla P. Ingle.

(Note : The syllabi for General Interest Course shall be as per Science faculty.)

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**Syllabus Prescribed for M.Sc. (Home Science) (Human Development)  
Semester-III & Semester-IV  
(Implemented from the Academic Session 2011-12)**

**Semester-III**

**Subject Code : 233WP55**

**Working with Parents and Community**

**Learning Objectives :-** To make the students aware about the importance of parent and community involvement for overall development of young children.

**Practicals :-**

1. Assessing attitudes of young adults towards marriage, family & career.
2. Study perception of men & women on parenting responsibilities.
3. Assess the parent-adolescent relationship & vocational interests of adolescent.
4. Organizing recreational activities & counseling activities for the parents & aged (at old age home) with the help of resource person (yoga, lectures etc.) with a report writing.
5. Prepare educational visual clippings with the help of computers on different issues of urban / slum / rural / tribal people.
6. Prepare & standardize schedule / questionnaire on disciplinary practices of parents towards children.
7. Visits to
  - District Social Welfare Departments to understand on-going programmes.
  - Audio visual Research Center to observe modern communication technologies in educational programmes & programmes for community development.
  - Child guidance clinic, day care centers, medical and community development centers.
  - Rural, tribal, urban slum areas to study the characteristics and need problems.

**References :-**

- (1) Hara Lonbos & sociology & Themes & Perspectives.
- (2) Korten, D.C. (1990), People centered Development Getting to the 21<sup>st</sup> Century.

- (3) Bimard P. (1999) : Counselling Skills Training, New Delhi, Viva Books.
- (4) Kapur M. (1995), Mental Health of Indian Children, New Delhi, Sage Publication.

**Semester-III**

**Subject Code : 233CH56**

**Child and Human Rights**

**Learning Objectives :-** After completion of the course the students will be able to sensitize with child and human rights.

**Practicals :-**

1. Case studies of women and children in difficult circumstances in NGO setting.
2. Legal case history of child at Govt. observation center.
3. Visit to women's & child organizations.
4. Interview with activists and legal advisors in society.
5. Class discussions / debates on Child & Human rights.
6. Case study of child labour.
7. Planning & organization of intervention programme for marriage & family problems.
8. Planning & organization of intervention programme for child in distress.

**References :-**

- (1) Butterworth, D. and Fulmer, A. (1993). Conflict, Control Power. Perth : Child and Family consultants.
- (2) Bruner, T. (1986). Actual minds & possible words. London : Harvard University Press.
- (3) Digumarti, B.R., Digumarti, P.L. (1998). International Encyclopedia of Women (Vol.1). New Delhi : Discovery.
- (4) D'Souza, C. and Menon, J. Understanding Human Rights. (Series 1-4). Bombay : Research and Documentation Centre, St.Pius College.
- (5) Dreze, Jean and Sen, Amartya (1989). Hunger and Public Action, U.K., Oxford University Press.
- (6) Government of India (1992b). National Plan of Action : A commitment to the Child, Department of Women and Child Development, New Delhi.



- (7) Government of India (1993c). Education for All : The Indian Scene, Department of Education, New Delhi.
- (8) Government of India (1993d). Ministry of Finance : Economic Survey 1992-93, New Delhi.
- (9) Government of India (1994). Ministry of Finance : Economic Survey 1993-94, New Delhi.
- (10) Government of Tamil Nadu (1993). Dr.J.Jaylalita, 15 Point Programme for Child Welfare, Department of Social Welfare and Nutrious Meal Programme, Madras.
- (11) Kudchedkar, S. (Ed.) (1998). Voilence against Women : women against violence. Delhi : Pencraft International.
- (12) National Institute of Nutrition (1993). Nutrition Trends in India, National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- (13) National Institute of Public Cooperation and Child Development (1993). A Statistics on Children in India Packet Book 1993, New Delhi.

### **Semester-III**

#### **233ELI57 : Elective-I**

#### **Subject Code : 233ELI.1**

#### **Development of Self**

#### **Learning Objectives :-**

- (1) To initiate self enquiry & introspection in students.
- (2) To discuss different aspects of the self & its development.
- (3) To contextualize the self in culture.

#### **Course Content**

#### **Theory :**

#### **Unit-1 :**

- 1.1 Definitions of development of self.
- 1.2 Emergence of self.
- 1.3 Self concept ó
  - Early childhood
  - Middle childhood
  - Adolescence
- 1.4 Cognitive, social & cultural influences on self-concept.

#### **Unit-2 :**

##### **2.1 Self Esteem :-**

- The structure of self-esteem.
- Changes in level of self esteem.
- Influences on self esteem culture.
- Child rearing practices.

##### **2.2 Identity Development :-**

- Influences on Identity Development.
- Personality
- Family
- Peers
- School & community.
- The larger society.

#### **Unit-3 : Approaches to self :-**

- 3.1 Enquiry & introspection.
- 3.2 Memories of childhood & their influence.
- 3.3 Family history & its impact on individuals.
- 3.4 Biographies of significant person as illustrations.

#### **Unit-4 : Gender Identity & the Self :-**

- 4.1 Biological, psychological & cultural aspects of being male and female.
- 4.2 Stereotyped beliefs and gender discrimination.
- 4.3 Effect on sense of self.
- 4.4 Cultural & sub-cultural differences.

#### **Unit-5 : Role of Spirituality & Religion in the Development of the Self :-**

- 5.1 Experiences.
- 5.2 Values
- 5.3 Beliefs & attitudes in society.
- 5.4 Self-Improvement techniques.

#### **Practicals :-**

1. Intervention programme for children of weaker section.
2. Working on self-esteem tests & reporting.
3. Conduct a case study of an individual & prepare profile.

4. Prepare a work book on biographies highlighting the development of self.

#### References :-

- (1) Laura E. Berk ó Child development, 7<sup>th</sup> Edition, Pearson, Prentice Hall Publication.
- (2) Kakar, S. ó The inner world, New Delhi, Oxford University Press.
- (3) Gandhi M.K. : An Autobiography, Ahmedabad, Navjivan Trust.
- (4) Bee, H. (1989) : The developing Child, New York, Harper & Row.
- (5) Mead, M. (1976) ó Male and Female, UK, Penguins.
- (6) Liewellyn, Jones D., Every Girl, London, Faber & Faber.
- (7) Liewellyn, Jones D., Every Women, London, Faber & Faber.

### Semester-III

#### 233ELI57 : Elective-I

#### Subject Code : 233ELI.2

#### Advanced Child Development

#### Learning Objectives :-

- (1) To develop broad perspective in studies of historical & research trends in children.
- (2) To make the students aware about the recent developments in Human Development Studies.

#### Course Content

#### Theory :

#### Unit-1 : Child Development Study :-

- 1.1 History and Research in Human Development.
- 1.2 History and Perspectives in Child Development.
- 1.3 Techniques of Research in Human Development studies.
  - Significance & source of Information.
  - Time span approach ó cross sectional, longitudinal, sequential approach.

#### Unit-2 : Methods of Studying Behavior :-

Observation, interview & questionnaire, case study methods ó types, factors involved in preparation & administration. Advantages & Disadvantages of Techniques. Case History ó Report Writing.

#### Unit-3 : 3.1 Methods of Studying Growth and Body Size :-

Significance of anthropometric measurements ó Height, weight, mid upper arm, circumference, skin fold thickness, head and chest circumference, waist & hip circumference.

#### 3.2 Psychological Test Development :-

Characteristics & uses, limitations & ethical consideration in testing.

#### Unit-4 :

#### 4.1 Assessment of Mental Ability :-

- Verbal & non-verbal tests.
- Bayley scales of infant ability.
- The Wechsler Intelligence scales.
- Raven (colour) Progressive Matrices.
- Modern Binet Test.
- Uses & limitation.

#### 4.2 Personality Assessment :-

- Rating scales & inventories.
- Purpose & developmental procedure.
- Types of Inventories ó Cattle, 16 PF, Adjustment Inventories.

#### Unit-5 : Assessment of Aptitude, Interest and Achievement :-

- Survey of batteries & specific subject test.
- Differential aptitude test.
- Vocational Interest Scales ó Thurston Scale.
- Academic Achievement Test.

#### Practicals :-

- 1) Conducting home visits & Interviewing / talking to parents.
- 2) Preparation & use of audio visual aids.
- 3) Organizing parent educational programmes based on parents need.
- 4) Administration of psychological tests related to children's intelligence, abilities, aptitude & creativity.

#### References :-

- (1) Rice F.P. (1995). Human Development, New Jersey : Prentice Hall.
- (2) Berk L.E. (1995). Child Development, London : Allyn & Bacon.
- (3) Cole, M. & Cole S. (1993). The development of children. (2<sup>nd</sup> Ed.) New York : Scientific American Books Freeman & Co.

- (4) Dutt, S. (1998). Moral Values in Child Development. New Delhi : Anmol.
- (5) Santrock, J.W. & Yussen, S.R. (1988). Child Development : An Introduction. Iowa : Wm.C.Brown Publishers.
- (6) Bee, H. (1997). The developing child (VIII ed.). New York : Longman.
- (7) Clarke-Stewart, A. & Friedman, S. (1987). Child Development : Infancy through adolescence. New York : John Wiley.
- (8) Mussen, P.H.; Conger, J.J.; Kagan, J. & Huston, A.C. (1996). Child Development and Personality. New York.

### Semester-III

#### 233ELI57 : Elective-I

#### Subject Code : 233ELI.3

#### Family and Child Welfare

**Learning Objectives :-** After completing the course, students will be able to understand child and family welfare programme.

#### Course Content

#### Theory :

#### Unit-1 :

##### 1.1 The Concept of Women, Child & Family Welfare :-

- Objectives & needs of welfare services.
- Types of programmes for women, child & family welfare.

##### 1.2 Welfare Organizations :-

- Types of services rendering to child and family by various organizations.

#### Unit-2 : 2.1 Women Welfare Programmes :-

- Concept of various schemes for women.
- Training centers for rehabilitation of women in distress.
- Employment & income generation programme.
- Hostel for working women.

#### 2.2 Important Legislation for women's welfare :-

- Maternal benefit scheme.
- Pension schemes for widow.
- Life insurance policy for woman.

#### Unit-3 : 3.1 Child Welfare Programmes :-

- Concept of various programmes & services for children & preschool centers.
- Training & Rehabilitation Programmes for children with antisocial behavior, destitute home, orphanages,

#### 3.2 Family Welfare Programmes :-

- Concept and various programmes for family welfare.
- Poverty Alleviation programme.
- Sakshratha Andolan (Literacy programmes)
- Housing schemes.
- Food for work programme.

**Unit-4 :** Agencies working for welfare of women, children & families at various level & Aims, objectives organizational set up, Programmes, beneficiaries coverage & funding patterns & UNICEF, CARE, WHO, ICDS, IRDP, NCERT, NIN, ICCW, PPF, BFMS, KGNMT, FAO, DANIDA.

#### Unit-5 : Legislation related to Child Welfare :-

- Compulsory & free education for children.
- Child labour prohibition Act.
- Disabled Children Act.
- Child Health & Nutrition Policy.
- Girl child protection scheme.

#### Practical :-

- (1) Case study of women in distress.
- (2) Visits to various welfare organization.
- (3) Design an intervention programme for women in distress.

#### References :-

- 1) Astana, P. (1974). Women's movement in India : Vikas, Delhi.
- 2) Antony, M.J. (1985). Women's Rights : Dialogue. New Delhi.
- 3) Baker, H.A., Berheide, G.W. and Others (Eds.) (1980). Women Today : A multi disciplinary approach to Women's Studies. Brooks/ Cole Publication.
- 4) Baral, J.K. and Patnaik, K. (1990). Gender Politics. New Delhi : Discovery.
- 5) Dak, T.M. (1988). Women and Work in Indian Society : Discovery. New Delhi.

- 6) Desai, N. (1988). A decade of Women's Movement in India : Himalaya, Bombay.
- 7) Desai, N. & Patel V. Indian women : Change and Challenges in the International Decade : Popular Prakashan. Bombay.
- 8) Gunew, A.R. (1990). Feminist Knowledge Critic and Constituent : Routledge. London.
- 9) Gupta, N.K. & Sudan, I.K. (1990). Women at work in Developing Economy : Amol, New Delhi.
- 10) Joseph, A. & Sharma K. (Eds.) (1994). Whose News? The media and Women's Issues : Sage. New Delhi.
- 11) Kalia, N.N. (1979). Sexism in Indian Education : Vikas. New Delhi s.
- 12) Jain, D. & Banerjee, N. (1985). The Tyranny of House Hold : Investigative essays on women and work : Vikas. New Delhi.
- 13) Okin, S.M. (1989). Justice, gender and family : Basic Books. N.Y.
- 14) Pant, N. (1995). Status of girl child and women in India. Delhi : APH.
- 15) Parashar, A. (1992). Women and Family law reforms in India : Uniform civil code and gender equity : Sage. New Delhi.
- 16) Ranjankumari, (1989). Brides are not for burning : Dowry victims in India : Radiant. New Delhi.
- 17) Sarma, U. (1986). Women's work, class and the urban household : Tavistock. London.
- 18) Shrivastava, T.N. (1985). Women and the Law : International. New Delhi.
- 19) Varghese, H.A. (1990). Women administrators in Education : Vikas. New Delhi.
- 20) Vianello, M. & Sieminska, R. (1990). Gender inequality : A comparative study of discrimination and participation : Sage, London.
- 21) Williams, J.E. (1990). Sex and psyche : Gender and Self viewed cross-culturally. N.Y. : Sage.

**Semester-III**  
**233ELII58 : Elective-II**  
**Subject Code : 233ELII.1**  
**Projective Techniques of Psychological Testing**

**Objectives :-**

- (1) To understand different methods & techniques.
- (2) To know the application and administrations of various techniques of psychological testing.

**Course Content**

**Theory :**

- Unit-1 :**
- 1.1 Nature of Psychological testing.
  - 1.2 Purpose & objectives of tests.
  - 1.3 Types of tests
  - 1.4 Basic Characteristics of psychological tests.
    - Standardization
    - Concept and estimation of reliability & validity.
  - 1.5 Administration of tests ó Environmental conditions & report, swing test, expression of performance, norms, profile.

**Unit-2 : Projective Techniques.**

- Children Apperception tests.
- Word Association test
- Draw A man test.
- Rorschach ink blot test.
- Role play.
- Self-esteem inventory.

**Unit-3 :**

**3.1 Intelligence Test :-**

- Wechsler battery of tests.
- Kamat's
- Bhatia battery of intelligence test.
- Group test of intelligence.
- I.Q. testing for adults.

**3.2 Personality Assessment :-**

- Rosenzweig's Pictures Frustration test.

- Thematic Apperception test (T.A.T.)
- 16 PF Test.
- Adjustment inventory

#### **Unit-4 : Aptitude Test :-**

- 4.1 Differential Aptitude test ó
- Verbal Reasoning.
  - Space Relation
  - Numerical Ability
  - Abstract thinking
  - Language.
- 4.2 Vocational Interest Scales-
- Thurston Scale.
  - Academic Achievement Test.

#### **Unit-5 : Family Relationship Scale :-**

- Parental Disciplinary practices inventory (PDPI)
- Husband wife relationship scales.
- PCR parent child relationship tests.
- Family relationship.

#### **Practicals :-**

- (1) Administration of various tests.
- (2) Preparation of questionnaire, interview schedule & observation schedule.
- (3) Preparation of 3 point & 5 point scales & standardization of the scale.

#### **References :-**

- (1) Psychological testing by Ana Anastasy.
- (2) Aylward, G. (1994). Practitioner's guide to developmental and psychological testing. New York : Plenum Press.
- (3) Blaxter, L., Hughes, C. and Tight, M. (1999). How to Research. New Delhi : Viva Books.
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- (6) Yin, R. (1994). Case study research : Design and methods (2<sup>nd</sup> Ed.) Beverly Hills, CA : Sage Publishing.

- (7) Nagpal, R. and Sell, H. (1985). Subjective well-being inventory. New Delhi : World Health Organization.

### **Semester-III**

#### **233ELII58 : Elective-II**

#### **Subject Code : 233ELII.2**

#### **Behavioural Problems, Child Guidance and Counselling**

#### **Objectives :-**

- 1) Get acquainted with various techniques of guidance and ways of understanding children.
- 2) To provide the students information about the characteristics of children with special needs.
- 3) To enable the students to understand rehabilitating the children with special needs.
- 4) To give the students factual information about the types of handicaps and their causes.

#### **Course Content**

#### **Theory :**

#### **Unit-1 : Behavioural Problems in Children :**

- 1.1 Common Behavioural Disorders ó Bed wetting, thumb sucking, nail biting, fear complex, eating problems.
- 1.2 Excessive Behaviour : Aggression, withdrawal, phobia, hypertension, regression.
- 1.3 Psycho-physiological Disorders ó Asthma, enuresis, insomnia, inferiority complex.

#### **Unit-2 : 2.1 Guidance Counselling and Therapy :**

- Meaning, nature, scope, principles & goals.
- Historical movement of guidance & counselling service.
- Relationship between guidance & counselling.

#### **2.2 Needs of Guidance and Counselling :**

- Basic needs of the individual, societal needs & expectations.
- Needs of different groups.
- Developmental characteristics ó Age, gender, peers, mass media, family & community.
- Changes in socio-economical, changes in curricular offerings & objectives of education.

**Unit-3 : 3.1 Group Guidance**

- Meaning and needs.
- Advantages of Group Guidance
- Techniques of Group Guidance
- Role of Audio-Visual aids in Group Guidance

**3.2 Counsellors :-**

- Characteristics, Qualification, qualities of counsellor.
- Communication Skills ó Attending & listening, questioning & responding.
- Professional Skills and ethics.
- Limitations & professional growth of counsellors.
- Tips for becoming effective counsellor.

**Unit-4 : 4.1 Counselling Process :**

- Preparation and Prerequisites for counselling stages in counselling process.
- Follow up and review.

**4.3 Areas of Counselling :**

- Family Counselling
- Parental Counselling
- Adolescent Counselling
- Counselling for girls and children belonging to special group.
- Gifted children
- Emotionally, socially, physically & mentally challenged children.
- Premarital & marital Counselling

**Unit-5 : 5.1 Types of Counselling & Tools Required :**

- Individual & group Counselling
- Interview, case study, tests & clinical assessment.
- Group Counselling
- Informal Discussion
- Group reports, lectures, dramatics, case conference.
- Process of group Counselling ó formation of the group, exploration, transition, working, termination & follow up.

**5.2 Special Corners of School Counsellor :**

- Child issues related to academic achievement.

- School dropout, child abuse, sexual abuse.
- Substance abuse, AIDS education.
- Awareness of the rights of the child.
- Role of Counsellor.

**Practical / Sessional -**

1. Visit to institutions such as - Child guidance clinics, Schools for mentally retarded and physically handicapped children, Psychotherapy clinic, Deaf and Dumb school, blind school.
2. Internship for two/three weeks in any three above institution.
3. Seminar and Discussions on topics given in theory.
4. Case study and reporting (maintain record of practicals)

**References :**

1. Colmen J.C. - Abnormal Psychology and modern life 5th Edition, 1976.
2. Mahe, J. Abnormal Psychology, 1983.
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4. Shanmugam, T.K. Abnormal Psychology. Tata Mcgraw Hill, 1981.
5. Hult and Gubby, Patterns of Abnormal Behaviour.
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8. A.J.Jones, Principles of Guidance.
9. Mehta, Parin and others, NCERT, New Delhi Hnadbook of Counsellors.
10. J.Warters, Techniques of Counselling.
11. Sleffewer - Theories of Counselling.
12. S.Narayanrao - Counselling Psychology.
13. S.Glueek, The Problems of Delinquency.
14. Bakwin and Bakwin - Clinical Management of Behavioural Disorders in Children.
15. N.R.Sharma, Educational and Vocational Guidance - Vinod Pustak Mandir, Agra-1982.
16. Uday Shanker - Problem Children - Atma Ram and Sons, Delhi, 1978.
17. Krik, S.A.Education of Exceptional Children, Boston, Mongton, Hiffein, Co. 1970.
18. Cruickchank, W.H.Psychology of Exceptional Children and youth, New Jersey, Prentice Hall, 1956.
19. Problem of the Physically Handicapped Bombay Popular Book Depot.
20. Good enough, F.L.Exceptional Children, New York, Appleten Century Crafts, 1956

**Semester-III**  
**233ELII58 : Elective-II**  
**Subject Code : 233ELII.3**  
**Family and Marriage Counseling**

**Objectives :-**

- 1) To introduce the need & basic concept of counselling.
- 2) To discuss the process involved in counselling.
- 3) To develop the insight for conflicts related to marriage and family & remedial aspects.

**Course Content****Theory :****Unit-1 : Counselling & Therapy :**

- 1.1 Meaning, nature, scope, principles & goals of counselling.
- 1.2 Historical movements of guidance & counselling service.
- 1.3 Distribution between counselling & therapy.

**Unit-2 : Counselling Areas :**

- 2.1 Family counselling, parental counselling, adolescent counselling, individual counselling on marriage, premarital & post marital counselling, counselling on marital conflicts, parent-child.
- 2.2 Relationship & In-laws relationship.

**Unit-3 :**

- 3.1 Counselling Process :
  - Preparations and pre requisites counselling stages in counselling process.
  - Follow up and review.
- 3.2 Counselling Approaches and Techniques :
  - Meaning, origin, procedure, merit and limitations of counselling approaches.
  - client centered, counsellor centered & eclectic counselling techniques.

**Unit-4 : Counsellors :**

- 4.1 Characteristics, qualification & qualities of counsellor.
- 4.2 Skills & competencies of counsellor & communication skill, attending, listening, questioning & responding.

- 4.3 Interpersonal & professional skills & ethics.
- 4.4 Tips for becoming effective counsellor.

**Unit-5 : Special Corners of Counselling :** For, child issues related to academic achievement, school drop out, sexual abuse, family life counselling, pre-marital and extra marital counselling, AIDS problems.

**Practicals :-**

- (1) Interaction with practicing counselors & therapists through visits to schools, clinics, women's centers & hospitals.
- (2) Administer the tests to find out problem areas needed counselling.
- (3) Learning about the counselling, process & Role play, mock sessions etc.

**References :-**

- (1) Bumard, D. & Counselling Skills Training, New Delhi, Viva Books.
- (2) Manthei, R. & Counselling, The Skills of finding the solutions to problems, London; Routledge.
- (3) Nicolson, D. & Ayers H. & Individual Counselling Therapy and Practice, London, David Fulton.

**Semester-III**  
**233ELIII59 : Elective-III**  
**Subject Code : 233ELIII.1**

**Mental Health in Developmental Perspectives****Objectives :-**

- 1) To understand the importance of mental health at different stages at life.
- 2) To develop skills for promoting mental health across the life span.
- 3) To develop skills of organizing school mental health programmes.

**Course Content****Theory :**

**Unit-1 : Mental Health :-** Definition, concept & importance of holistic health, well being & happiness; National Mental Health Policy of India (1982); Needs & Programmes of Community Mental Health.

**Unit-2 : Mental Health of Infants :-** Implications of attachment & bonding for mental health; Deprivation syndrome,

Malnutrition & its effect on growth & behaviour (intervention with families & professionals from allied fields.

**Unit-3 : Childhood Years :-**

- Mental Health needs & behaviour difficulties. Manifested at early childhood years- safety; Security Relationships, autonomy & self-concept, Nutrition & Health, feeding problems, Aggression, withdrawal & problems related to early schooling & formal leaving.
- Mental Health needs, problems related to school, mal adjustment at home, school & recognition, appreciation, friendships & industry, discipline, truancy, fears & phobias, violence & sexual abuse, learning difficulties & disabilities.
- Providing Guidance/ Intervention work with Children, parents, teachers, peers & school administration.

**Unit-4 : Adolescence & Mental Health Problems :-**

- Mental Health needs of adolescent problems related to physical appearance, development, relationship, sexuality, parent & adolescents conflicts, school authority & adolescent conflict.
- Guidance and counselling of adolescents, parents & other significant adults. Orientation programmes for teachers on developmental behaviour problems in the class room.

**Unit-5 : Adulthood :-**

- Mental Health Problems in the Community.
- Life events that cause stress, substance abuse & addiction, violence & sexual abuse, marital adjustment & career adjustment; Management of Stress & Counselling training in relaxation. Yoga & meditation.

**Practical :-**

- (1) Design a mental health intervention programme.
- (2) Visit a case study to institutions that have mental health programme.
- (3) Visit to schools having counselling centres.
- (4) Internship at psychiatry clinic for 2 weeks & report.

- (5) Seminars & discussion.

**References :-**

- (1) Barry, P.D. (1990). Mental Health and Mental Illness. (4<sup>th</sup> Ed.) Philadelphia : J.B.Lippincott Co.
- (2) Bono, E. de (1991) Handbook for Positive Revolution . London : Penguin Publications.
- (3) Carter, F & Cheesman, P. (1988). Anxiety in childhood & adolescence & encouraging self-help through relaxation training. London : Croom Helm.
- (4) Goleman, D. (1996) Emotional Intelligence. N.Y. : Bantam Books.
- (5) Gopalkrishnan, N. (1994). Mental health and you. Mumbai : Popular Prakashan.
- (6) Govt. of India. Ministry of Health & family Welfare. (1982). National Mental Health Programme for India.
- (7) Graham, P.J., Jegede, R.O., Kapur, M., Minde, G., Nikapota, A.P. & Sell, H.L. (1983). A manual on child mental health and psychosocial development. Part-II, for primary health workers. New Delhi : WHO.
- (8) Graham, P.J., Jegede, R.O., Kapur, M., Minde, G., Nikapota, A.P. & Sell, H.L. (1983). A manual on child mental health and psychosocial development. Part-III, for teachers. New Delhi : WHO.
- (9) Kapur, M. (1995). Mental Health of Indian Children. New Delhi : Sage Publications.
- (10) Malhotra, S.; Malhotra, A. & B. Varma, B.K. (Eds.) (1992). Child mental health in India. Delhi : Macmillan India Ltd.
- (11) Maple, F.F. (1985). Dynamic Interviewing : An Introduction to Counselling, Beverly Hills : Sage.
- (12) Pestongee, D.M. (1992). Stress and Coping : The Indian Experience. New Delhi : Sage.

**Semester-III**

**233ELIII59 : Elective-III**

**Subject Code : 233ELIII.2**

**Child with Special Needs**

**Objectives :-**

- 1) To enable the students to integrate knowledge about children with special needs.



- 2) The students should know the various areas & requirements of children with special needs.
- 3) To develop the understanding regarding educational facilities & rehabilitation of children with special needs.

### Course Content

#### Theory :

- Unit-1:** 1.1 Children with special needs :
- Needs for recognizing individual difference.
  - Various approaches to defining & understanding disability.
  - Philanthropic,
  - Medical
  - Administrative, legal and social approaches.
  - Types of disability
  - Rights of disabled children.
- 1.2 Special Education Programmes & Policies for Disabled:
- Need and Philosophy.
  - Types of Programmes.
  - Policies for person with disabilities.
  - Family and Community in management of disabled.

#### Unit-2 :

- 2.1 Physically Challenged Children (Orthopedically & Neurologically impaired) :
- Definition, Classification, Causes, Special education programmes and policies, Rehabilitation and management.
- 2.2 Children with Sensory Impairment : Visually & Acoustically Challenged.
- Definition, Classification, Characteristics, Causes, Special education programmes and policies, Rehabilitation and management.

#### Unit-3 :

- 3.1 Intellectually Superior Children :
- Definition, Classification, Characteristics, Causes, Special education programmes and policies, Rehabilitation and management.
- 3.2 Intellectually Superior Children :
- Definition, Characteristics, Causes, Identification, Special Education and Training

#### Unit-4 :

- 4.1 Children with Speech and Language Disorder :
- Definition, Classification, Characteristics, Causes, Remedial and Special education programmes.
- 4.2 Children with Learning Disabilities :
- Definition, Slow learners, Learning Disabilities in reading, Writing, Spelling, Mathematics, Techniques of identification & assessment.

- Unit-5 :** Socially disadvantaged and Emotionally Disturbed Children :
- Definition, Classification, Characteristics, Causes, Emotionally provisions and therapy.

#### Practicals :-

- (1) Identification, prevalence of children with special need.
- (2) Techniques of Identification & assessment.
- (3) Case studies of children with special needs.
- (4) survey of educational facilities available in the areas.
- (5) Preparation of Educational Tools for children with special need.

#### References :-

- (1) Berdine, W.H. & Blackhurst, A.E. (1985) : An introduction to special education (second ed.), Lexington : Harper Collins, (Complete book).
- (2) Hallahan, D.P. & Kauffman, J.M. (1991) : Introduction to exceptional children (fifth ed.) Boston : Allyn and Bacon (Chapters 1-9, 11).
- (3) Chazan, M., Laing, A.F. & Davies, D. (1991) : Helping five to eight year olds with special educational needs, Oxford : Basil Blackwell (Chapters 2,3,4)
- (4) Devi, U. & Settharaman, A.S. (1985) : Education in rural areas : constraints and prospective, New Delhi : Ashish Publishing House.
- (5) Werner, D. (1994) : Disabled village children (Indian edition), New Delhi : Voluntary Health Association of India, (Complete book).
- (6) Berdine W.H. & Cegelka, P.T. (1980) : Teaching the trainable retarded, Ohio : Bell & Howell, (Chapters 3,7,8,9,10).
- (7) Smith, D.D. (1981) : Teaching the Learning Disabled, New Jersey : Prentice Hall. (Chapters 2,7,8,9,10,11,13).

- (8) Suran, B.G & Rizzo, J.R. (1979) : Special Children : An Integrative approach, London : Scott, Foresman & Co. (Chapters 15,16).
- (9) Taylor, R.L. & Sternberg, L. (1989) : Exceptional Children : Integrating Research and Training, New York : Springer-Verlag (Chapters 2-14).
- (10) Tinbergen, N. & Tinbergen, E.A. (1983) : Autistic Children : New hope for a cure, London : Allen & Urwin. (Chapters 6,9,10).

### Semester-III

#### 233ELIII59 : Elective-III

#### Subject Code : 233ELIII.3

#### Family Dynamics

#### Objectives :-

- 1) To make aware of the family in relation to social change.
- 2) To create awareness regarding the contemporary issues in family studies.
- 3) To make the students aware of the various forces that interact in Family Dynamics.

#### Course Content

#### Theory :

##### Unit-1: 1.1 Family in Social Context :

- Family as component of social culture.
- Family structure and context.
- Family as an institution.

##### 1.2 Functions of Family.

##### Unit-2 : Family Patterns in India :

- 2.1 Family structure ó Traditional extended / joint families, families in transition / Extended families, Modern/nuclear families. Advantages & disadvantages.
- 2.2 Alternative Families ó Single parent, children families, female headed, families with adopted children.
- 2.3 Causes & effect of different family structure on changing role of family.

##### Unit-3 :

- 3.1 Family Life Cycle and Developmental Tasks, role, expectations at various stages.
- 3.2 Marriages : Definition & universality of marriage, significance & functions of marriage, forms of marriage, marriages process.

- 3.3 Alternative Marriage :- Child marriage, group marriage, open marriage, widow remarriage, staying single, cohabitation, lesbianism & gay culture.
- 3.4 Adjustment Problems in Marital Relationship :-
  - Facilitating & debilitating factors for marital adjustment.
  - Internal personal problems among family members.

#### Unit-4 :

- 4.1 Family Disorganisation due to ó Extramarital relations, sexual infidelity.  
Separation ó Informal & legal, divorce & remarriage, effects on family members.
- 4.2 Family Crisis -  
Family violence, battered women, substance abuse, sexual abuse, child abuse, dowry, gender discrimination.

#### Unit-5 :

- 5.1 Status of Women in India :-
  - Pre-Independence & post Independence periods.
  - Factors responsible for changes in status of women.
- 5.2 Legal laws related to marriage and property for women in India :-
  - The Hindu Marriage Act
  - Special Marriage Act
  - The Dowry Prohibition Act.
  - The Hindu Adoption & Maintenance Act.
  - The Child Marriage Restraint Act.
  - Christian Act, Muslim Act.

#### Practical :-

- (1) Seminar and Discussions on topics conveyed in theory.
- (2) Observation of working of Child & Family Guidance clinic.
- (3) Surveys on family issues.
- (4) Visit to various family welfare organizations.
- (5) Preparation of Resource file on different issues of family.

#### References :-

- (1) Gerald L.R., óThe Family in Social Contextö, Oxford University Press, 1976.
- (2) Mandelbaum D.G., óSociety in Indiaö, Popular Prakashan, 1972.

- (3) Alfred De Souza, Children in India.
- (4) Adams B.N. (1975), The Family, A Sociological Interpretation.
- (5) Coleman J.C. (1988) Intimate Relationships, Marriage & Family Patterns, New York, McMillan Publishing Co.
- (6) Bahr S.J. (1989) Family Interaction, New York, McMillan Co.

#### Semester-IV

**Subject Code : 243PE60**

#### Personal Empowerment

**Objectives :-** After completion of the course the students will be able to-

#### Course Content

#### Theory :

##### Unit-1 : Personal Growth and Personality Development :-

- 1.1 The Challenge (through exercise, role play, discussions) : Understanding and meaning one self & being aware of one's strengths and weaknesses.
- 1.2 Personality Development :- Factors and influences; emotional and motivational aspects; assertion vs aggression.
- 1.3 Peer Pressures : Issues and Management; Group conformity and individualism as co-existing aspects.
- 1.4 Conflicts and stresses, simple coping strategies.
- 1.5 Adjustment and readjustment to changing needs and conditions of contemporary society (technological changes, social changes, changes in values).

##### Unit-2 : Empowerment of Women :-

- 2.1 Women and Development :- The personal, familiar, societal and national perspectives.
- 2.2 Capacity Building for women :- Education, decision making abilities and opportunities, awareness and information on legal and political issues.
- 2.3 Women's organizations and collective strengths : Women's action groups, women's participation in development initiatives.

**Unit-3 : Study and Decision of Life Histories, case studies of illustrious Indian women from different walks of life (e.g. Indira Gandhi, Jansi ki Rani, Medha Patkar, Kiran Bedi, Vijayalaxmi Pandit, Sudha Chandran, Anutai Wagh, Ila Bhat, Bhanvari Devi.)**

##### Unit-4 : Home Science Education as Empowerment :-

- 4.1 The interdisciplinary of Home Science Education.
- 4.2 The role of Home Science Education for personal growth and professional development.
- 4.3 Home Science as Holistic Education with integration of goals for persons, enhancement and community development..

##### Unit-5 : Some Significant Contemporary Issues of Concern :-

- 5.1 Gender Issues : Inequities and discriminations, biases and stereotypes, myths and facts.
- 5.2 Substance abuse : Why and how to say no.
- 5.3 Healthy Habits :- In relation to physical, to studies, to hetero sexual interests.
- 5.4 AIDS : Awareness and Education.

#### Practicals :-

- Study all the issues of women empowerment said in the theory through, group discussion, role play, sketches, profiles, brain storming, etc.
- Prepare resource file on life histories of power women.

#### References :-

- (1) Anatomy A.J. (1989) : Women's Rights, New Delhi, Hind Pocket Books Pvt.Ltd.
- (2) Chandrashekhar R. (1992) : (Ed) Women's Resource and National Development & A perspective, New Delhi, Gourav Publishing House.
- (3) Gupta J.L. (1988) : Challenges to the fair sex & Indian Woman : Problems, Plights and Progresses.
- (4) Rathur S. and Brid J. (1983) :- Adjustment and Growth : The Challenge of Life, New York : CBS College Publishing Co.
- (5) Singh R.N. (1992) : Sky is the limit : Practical Guide Lines on Effective Career Planning, Bombay : Bombay Schandra Publication.

#### Semester-IV

**Subject Code : 243CT61**

#### Current Trends and Issues in Human Development

#### Objectives :-

- 1) To create awareness regarding current trends, issues & researches related to various aspects of Human Development.

- 2) To understand the importance of innovative / new programmes in the field.
- 3) To develop an understanding of the role of advocacy in promoting issues & concerns related to Human Development.

### Course Content

#### Theory :

#### Unit-1 : Trends & issues related to processes of Development :

- 1.1 Psycho-motor development.
- 1.2 Perceptual development.
- 1.3 Cognitive development.
- 1.4 Socio-emotional development.
- 1.5 Language development.
- 1.6 Moral development.

#### Unit-2 : Trends & issues related to Early Childhood Development, Care and Education :

- 2.1 Issues and concerns related to children in difficult circumstances-
  - Street children.
  - Adopted children.
  - Girl child (Discrimination).
  - Single parent children.
  - Refugee & migrant children.
  - Children with disabilities.
  - Other vulnerable group.
- 2.2 Issues and concerns related to ECCE
  - Quality in curriculum.
  - Training of ECCE personnel.

#### Unit-3 : Trends & issues related to Life Span Development :

- 3.1 Infancy
- 3.2 Childhood
- 3.3 Adulthood
- 3.4 Old age.

#### Unit-4 : Contribution of Indian Educators & its implications for programme planning :

- 4.1 Programme content.
- 4.2 Learning environment.
- 4.3 Role of teacher.
- 4.4 Role of learner & parents.

#### Unit-5 :

- 5.1 Contemporary theories, practices & policies in ECCE.
- 5.2 Current Research & Trends in ECCE.
- 5.3 Role of parents & community in Early Childhood Development (ECD) Programmes.

#### Practicals :-

- (1) Planning Programmes for various ECE settings.
- (2) Observations in various day care, pre-school anganwadi etc.
- (3) Term papers, presentation, debates on issues & perspectives related to different aspects of adulthood & senior citizen's life.
- (4) Seminar on topics conveyed in theory.
- (5) Detail study of the programmes for women & children.

#### REFERENCES

- 1] Agrawal S.P. and Kanta N., (1990) : Child Education in India New Delhi, Concept Publication Company.
- 2] Anderson R.H., Shane H.G (1971) As the twig is bent. Boston : Houghton Mifflin.
- 3] Balsara M., (1996) New Education Policy and development challenge New Delhi Kanishka.
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- 5] Bruner, J. (1972). Poverty and Childhood, In the Relevance of Education London : Allen & Unwin.
- 6] Buch, M.B. (Ed.) (1991). Fourth Survey of Research in Education, Vol. I-II, 1983-88, New Delhi : NCERT.
- 7] Caldwell, B.M. and Riccui, H.W. (Eds) (1993). Review of child development research (Vol.3) Chicago : University of Chicago Press.
- 8] Colvin, R.W. (1974) Preschool education, N.Y. : Springer.
- 9] Erickson, S.C. (1985) : The essence of good teaching, San Francisco : Jossey Bass.
- 10] Evans, E.E. (1975). Contemporary influence in early childhood education, New York : Holt Rinehart & Winston.
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- 16] Gupta, R.M. & Coxhead, P. (1990), Intervention with children, London : Routledge.
- 17] Hethrington, E.M. (1975). Review of Child development research (Vol. 5), Chicago, University of Chicago Press.
- 18] Saunders, R. (1984). Piagetian Perspective for preschools : A thinking book for teachers, N.Y. : Prentice Hall.
- 19] Hildebrand, V., (1976), Introduction to early childhood education (2<sup>nd</sup> Ed.) N.Y. : Prentice Hall.
- 20] Horowitz, F.D. (Ed) (1975) : Review of early Child Development Research (Vol. IV) Chicago : University of Chicago Press.
- 21] Katz, L.G (1997), Talks with teachers. Washington D.C. : NAEYC.
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- 34] Rao, V.K. and Khurshid-ul- Islam, S. (Eds) (1997). Early Childhood Care and Education, New Delhi Commonwealth Publications House.
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### Semester-IV

**Subject Code : 243SW62**

### Scientific Writing

**Objective -** After completing course students will be able to understand national / international standards of scientific writing and develop skill of writing research reports.

### Course Content

#### Theory :

#### Unit 1 : Introduction to Scientific Writing

- 1.1 Meaning, definition
- 1.2 Characteristics and Principles
- 1.3 Types of report
- 1.4 Format of report
- 1.5 National and international standards
- 1.6 Lay out of thesis / dissertation :-  
Preliminaries, Text, End Matter

#### Unit 2 : Writing preliminaries

- 2.1 Title page, Title of dissertation / thesis.
- 2.2 Certificates : Declaration by students certificate of guide
- 2.3 Acknowledgement
- 2.4 Table of content - list of Table, list of Figure
- 2.5 Glossary / Abbreviation / Acronym

#### Unit 3 : Writing Text / Main Body

- 3.1 Writing introduction
- 3.2 Writing Review of Literature
- 3.3 Writing Methodology Material and Methods
- 3.4 Writing Results
- 3.5 Writing Discussion
- 3.6 Writing Summary, Conclusion and Implication

#### Unit 4 : Writing End Matter

- 4.1 Writing References / Literature cited
  - Books

- Journal / Periodical
- Websites
- Magazines, newspaper

#### 4.2 Appendices

### Unit 5 : General Guidelines

- 5.1
- Size of paper, margin, font type and size
  - Headings and Subheadings
  - Number of chapters and pagination
  - Punctuations.

#### 5.2 Evaluating structure of dissertation / thesis

### Practicals :

1. Use of Library -  
Get acquainted with the-
  - Type of Library (Traditional, modern, digital, virtual)
  - Services provided by Libraries
  - Various sources (Printed and electronic)
  - Technical work (classification, cataloguing)
  - Information retrieval ( i.e. OPAC, WEBOPAC, SOUL, Library Portal, e-books etc.)
2. Practice of writing references on reference cards and notes on note cards from different sources.
3. Review, understand and critically evaluate.
  - Thesis
  - Dissertation
  - Abstract

### References :

- 1) Arvind Chandra and T.P. Saxena, 1979. Style manual for writing Thesis, Dissertation and papers in Social Sciences, New Delhi, Metropolitan Book Co. Pvt.Ltd.,
- 2) Ingle, P.O. 2002. Scientific and Technical Report writing, Nagpur, Sarala Ingle.
- 3) Kothari, C.R. 1996. Research Methodology - Methods and Techniques, New Delhi. Vishwa Prakashan.
- 4) Best John W. and Kahn James V., 1989. Research in Education, New Delhi, Prentice Hall of India Private Limited.